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ABSTRACT

The document is the final report of a State-funded elementary career education project conducted by Tigard School District (Oregon) whose purpose was to develop career awareness and positive work attitudes. The project planning, development, and implementation were the responsibility of a team of selected staff members, who developed materials and inservice activities over a two-year period. Outcomes included a teacher's guide, an inservice model, and a field trip model. All teachers and students in the pilot school were affected by the program, and two other elementary schools are now involved. The 20-page report offers background information, describes procedures followed in the project's development, lists and evaluates the results or accomplishments of the project, draw conclusions and states recommendations, and presents demographic and statistical information and a summary of costs. Among the extensive appendixes are materials related to the inservice model, the results of the teacher and community surveys, and a 74-page curriculum guide presenting occupation-related units for grades one through six. Also appended is the final assessment report, whose three parts indicate project accomplishments in terms of original objectives, synthesize the project staff's reactions to the assessment team's questions, and list recommendations. (LJ)

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Final Report of Tigard Career Education Project Project No. 171

An Applied Research Project
in
Career Education
Project Duration: June 1971 - July 1973

Conducted by
Tigard School District 23J
Tigard, Oregon 97223

Jerry McBath - Director
Tigard, Oregon 97223

A Project Funded by
Oregon Department of Education
942 Lancaster Drive N.E.
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July 20, 1973

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U.S. DEPARTMENT OF HEALTH
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Project # 171

ABSTRACT OF APPLIED RESEARCH OR EXEMPLARY PROJECT
FUNDED BY OREGON STATE DEPARTMENT OF EDUCATION

TITLE: Tigard Career Education Project

INSTITUTION: Tigard School District 23J

PROJECT DIRECTOR: Jerry McBath, 9500 SW Murdock, Tigard, Oregon 97223

ADDRESS:

PHONE: 639-3158

PROJECT DURATION: June 1971 - July 1973

COSTS

Federal	Local	Other	Total
62,373.	53,771	0	116,144.

NUMBER OF STUDENTS AFFECTED: 1,279

NUMBER OF STAFF INVOLVED: 51

Educational Setting The Tigard School District 23J is a consolidated district of nearly 5,200 students in grades 1-12. The school district encompasses nearly 35,000 people, whose occupations are as diverse as the industrial complexes that have developed in the area. Tigard has a population of 5,500 people. The industries and businesses that have been developed are involved in metal fabrication (25 or more), construction and contractors (30 or more), mechanical related (13 or more), service stations (37 or more), and many related businesses and shopping centers. One elementary school has been involved and two more have experienced the initial workshop. The aforementioned school is located in an upper-middle to high socio-economic area.

Purpose The purpose of this project is to develop career awareness in pupils of the elementary school. It is not intended to develop "skills" of a particular trade but to create a program that will develop positive attitudes toward the world of work. The students will become aware of the importance of loyality, dependability, responsibility, the dignity of work well done, and the pride in accomplishment. The project will ppovide relevant career awareness learning experiences, as they relate to the current school curriculum.

Procedures and Outcomes The project planning, development, and implementation is the responsibility of selected staff members. The career team develops the materials and inservice activities for the professional growth of teachers.

Major in-service activities: 1971 Summer Inservice to develop the concept and a teacher's guide. The guide was revised in the summer of 1972. A transportable inservice model, fieldtrip guide, and advisory committee guidelines were also developed. A total of 32 hours of staff in-service was conducted during the 1972-1973 school year. During the summer of 1973 a workshop was conducted to expand the project to two more elementary schools.

Outcomes of the pilot school: 1. A teacher's guide was developed and revised; 2. The Career Team was involved in in-service activities; 3. An inservice

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Tigard, OR

model and fieldtrip model were developed; 4. The Templeton Corporation has been revised and the manual is in preparation to be published; 5. Two other elementary schools are now involved; 6. All students and staff have been affected by the project.

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TIGARD AWARENESS PROGRAM

The Orgin of the Program:

The Tigard Career Awareness and Exploratory program is a designed part of the total district curriculum to enhance the needs of all children throughout their educational experience. The program was developed by a Career Team representing the teachers from the Templeton Elementary School, Twality Jr. High School, and representatives from the Tigard Administrative Office. The program was federally funded through applied research money allocated through the Oregon Board of Education. The program was planned in the summer of 1971, implemented in September of 1971, and will be continued through 1972-1973.

The Goal of the Program:

The goal of the awareness program is to develop career awareness in pupils of the elementary school. The staff will develop a program that will create positive attitudes toward the world of work. The students will become aware of the importance of loyalty, dependability, responsibility, the dignity of work well done, and the pride in accomplishment. The program will provide relevant career awareness learning experiences, as they relate to the current school curriculum.

The goal of the exploration program is to expose students at Twality Junior High School to many career opportunities and allow them to explore several areas in which they show interest.

The Participating Schools:

The career awareness program in Tigard was implemented into the Templeton Elementary School with an enrollment of 585 students, and the Twality Junior High School with an enrollment of 1000 students. The program was expanded to the Phil Lewis Elementary School with an enrollment of 377 and Tualatin Elementary School with an enrollment of 325 during the summer of 1973.

Present Status of the Program:

The planning that was done in the summer of 1971 resulted in the development of a teacher's handbook including such items as general staff goals, student goals, a scope and sequence, elementary and junior high unit activities, listed resources and a bibliography. Each career team member, elementary team leader, and junior high department head was given a guide to assist in his implementation of the program into his specific academic endeavor. The handbook was revised in the summer of 1972, meeting the recommendations of the elementary staff members. Templeton Elementary School has revised and extended the career awareness project to include more units for infusion, better documentation of career activities, and planned activities to integrate the avocational, citizenship and family roles into the curriculum. The Twality Junior High program has experienced many problems in staff and program development, thus through district funds

will remain in skeletal status until a renewed interest can be generated. The career awareness team consisting of seven teachers, the counselor, and principal was involved in thirteen days of a career workshop and will be involved in four one-half days of career planning during the 1972-1973 year.

During the summer of the 1972-1973 academic year, a seven-day inservice was held to expand the career awareness project..The Templeton Career Team was utilized as consultants during the inservice.

The project was expanded to the Phil Lewis Elementary School and the Tualatin Elementary School. From Phil Lewis the partipants included six teachers, one counselor, and the principal. From Tualatin only the primary grades were represented, which included three representatives.

The inservice was planned around the model designed by the Templeton Career Team as a means of evaluating its transportability.

(See Appendices - 1973 Inservice Agenda and Model)

I. Background and Educational Setting

Community:

Tigard is a young city incorporated in 1961. The post office was established by the United States Government in 1887 with Charles F. Tigard as the first postmaster. The city is a growing one that is moving from an agricultural based community to one which has elements of homes, business, and industry. It is located in the southeastern part of Washington County about eight miles from downtown Portland, Oregon and is served by US 99 West, the Baldock Freeway (Interstate 5), and the Tigard-Beaverton Expressway.

The many small industries and businesses that have been developed are involved in metals fabrication (25 or more), construction industries and contractors (30 or more), mechanical related businesses (13 or more), service stations (35 or more). General Motors Training Center, Regional Office for Farmer's Insurance, hospitals, and many related businesses and shopping centers are located here.

Schools:

The school district is built upon a 6-3-3 plan with one high school, two junior high schools, and six elementary schools. The next four to five years will see the construction of another elementary school, another junior high school, and another high school. Physical changes are not the only ones going on in the school district. Many new and innovative practices in teaching and learning are being tried and developed for the present schools and for those being projected to be built in the future. In this planning for the future, we are involving not only the administration and board but teachers, students, and the community.

With the high potential for career education, Tigard has very recently started in the development of career education which is to be included as part of the comprehensive educational plan for the entire school district. Direction to pursue such a total district approach has been given to the district administration and the district staff by the School District Board of Directors. It is the long range goal to develop programs and processes for the inclusion of career awareness in grades 1-6, career exploration in grades 7-10, and career emphasis in grades 11 and 12 through the development of about twelve job cluster areas in the next four to five years.

The Tigard, Oregon, School District has designated Twality Junior High School and Templeton Elementary School as model

schools in which new and innovative teaching practices can be developed to show how two facilities can develop curriculum and processes for career awareness and exploration as a demonstration project for schools.

A selection of eight faculty members was made from Templeton, eight from Twality, and two from Tigard High School to attend a four-week summer in-service during the summer of 1971, in staff orientation and curriculum development. Personnel from Tigard Schools, Oregon State University, and the Oregon Board of Education were used in this process.

The in-service groups from the schools were formed into teams which developed curriculum materials and became leaders in the process of integrating career education into their grade levels and departments. The process of integrating was done through in-service meetings and staff meetings.

During the school year, the curriculum material developed during the summer was used, modified and added to by the staffs of both schools. These curriculum units were developed around some of the following types of activities: class meetings, field trips, hands on experiences, guest demonstrations and teacher innovation.

This project has involved the student bodies of Templeton and Twality (1500 students), the faculties of both schools (75 teachers), thirty local businesses, seventy-five parents through classroom activities, twenty schools through visitations (involving 60 people), four hundred parents through Parent Student Organization.

II. Procedures

Staff Development:

The Templeton Elementary staff was involved as a result of summer in-service training session for the team leaders that represent each grade level, 1-6, plus the guidance counselor.

The career team leaders were able through a number of sessions with the total staff to instill a near total commitment.

The handbooks that were developed in the summer of 1971 were utilized in developing units and activities as they pertain to the subject matter of the particular grade level.

The use of the Glasser approach with the staff as well as the students seemed to bring both closer together and to emphasize the role of career awareness as a total building project.

The Parent-School Organization Program tended to bring the staff together as a mid-year activity. It appeared that the staff had nearly total involvement and that the staff was positive about their involvement.

The elementary staff is very enthusiastic about the program and committed regardless of the source of funding. Their interest in the program is reliant upon involvement of people, staff planning, and funds available for the necessary research and development. As a result of the aforementioned feelings toward the program, some of the team leaders are ready to expand the program to the life roles other than vocational. Thus the staff is definitely committed and ready to continue the program.

Program Development:

The elementary program development has been highly successful because of the commitment of the staff to the program. Team teaching and group planning has kept the program outstanding in the minds of the total staff. The grade level teams have developed many units that were infused into the present curriculum.

The program is becoming more people-oriented rather than product-oriented. The staff and the students are becoming more concerned about the people involved and their "life styles" than with the value of the product.

Summer In-service 1971:

A four-week in-service was held in July 1971 at Twality

Junior High School. This in-service was held under the direction of Francis Rogers and Tim Flake with eight teachers from Twality who were heads of departments, eight teachers from Templeton who were team leaders, and an English teacher and counselor from the Tigard Senior High School.

A major thrust of this in-service was to develop in these teachers a basic foundation of career awareness and to the world of work around them in the Tigard community and surrounding area.

The initial activity of the in-service was led by repre entatives from the Oregon Board of Education who made presentations relative to the concept of career education and the "Oregon Way".

Dick Gardener of Oregon State University worked with the group in the development of team unity and direction in the writing of goals and objectives.

Field trips to local industries formed a basic knowledge of the industrial community by giving first hand contacts with the world of work.

The final period of the in-service was devoted to the writing of course objectives and instructional units that were incorporated in the guide.

Summer In-service 1972:

The in-service began June 13, and continued through June 28. The members involved were the Career Awareness Team consisting of seven teachers, one counselor, and one principal.

The in-service was concerned primarily with resource availability and utilization. Dick Gardner was utilized as a consultant from OSU. The resource of field trips was explored and planned to a much greater degree. Activities were developed around the trips that will be taken to make the total experience more meaningful.

The Advisory Committee was expanded to six, and thus sessions were designed to educate them as to thier role and function in regards to the project at the elementary level.

A scope and sequence 1-6 with revised units was developed and put into the handbook in its revised form.

Evaluation in the "Affective Domain" was discussed and materials developed for use with the revised and new units. Larry Veal, OSU, was invited in as a consultant.

The pre-school in-service was designed and materials developed for dissemination to the teachers at the beginning

of the academic year.

Documentation was discussed and materials developed to help the teacher to accomplish the task more readily. Two days were deleted from the in-service and will be utilized in four half-day sessions during the coming year. (For revised materials see Handbook.)

Saturday In-service 1972-1973:

The Saturday in-services were invaluable to the organization and articulation of the Career Awareness Project. The Career Team members discussed major curricular activities at their grade levels, introduced new units and resources, and evaluated and revised materials. Problems and concerns were discussed thus eliminating discontent within the grade levels. The Career Team met four Saturdays and at least once a month. The Career Team members then reported to their grade level teams. According to a teacher survey, disseminated in the spring of 1973, these meetings were the most beneficial to the staff in explaining the program.

(See Appendices - Teacher Survey)

Summer In-service 1973:

The in-service began the 11th of June and continued through the 19th of June. The members involved were five members from Templeton Career Awareness Team, seven from the Phil Lewis Elementary School, and three from the Tualatin Elementary School.

The Templeton staff was utilized as consultants in their areas of expertise. The use of the staff allowed for a great deal of individual, small groups, and large open discussions.

The main emphasis was introducing the career awareness concepts to the new staff leaders who inturn will introduce the concepts to their total staffs during the week prior to school.

The participants were given the opportunity to explore business and industrial complexes within the Tigard area so as to familiarize themselves with the other "worlds of work". After their exploration, they began to develop units around the resource for implementation in the fall.

(See Appendices - Units of Work)

The in-service was also a test of the model that was designed previously by the Templeton Team.

(See Appendices - In-service Model)

The Original Teacher's Guide:

During the four-week summer in-service in July 1971, the selected staff members from Twality Junior High School, Templeton Elementary School, and Tigard Senior High School developed a Teacher Guide for Career Awareness and Exploration in Tigard Schools.

The development of the guide, which contains 216 pages, proved to be the vehicle which tied together many of the basic concepts toward career awareness and career education that were developed by the teachers during the summer in-service.

The career awareness portion of the guide was revised and rewritten during a summer in-service held in June 1972, by the staff members from Templeton Elementary School.

During the Saturday session of May 5th, the Career Team made the decision to separate the awareness from the exploratory section due to the number of inquiries concerning the awareness portion of the guide. The awareness guide is now available as a separate entity.

The Templeton Intermediate Corporation has been revised numerous times. Selected members from the Templeton Career Team have revised it for publication purposes. The published version of the Corporation will be in circulation by the end of the summer.

Scope and Sequence:

The scope and sequence of activities in grades first through sixth was developed by the Templeton Career Team during the summer in-service of 1972. The organization was definitely needed as the Team realized there was a great deal of overlap between grade levels. The scope and sequence is revised as units are developed or curriculum changes come into effect.

(See Appendices - Scope and Sequence)

In-service Model:

One of the objectives of a small development or expansion projects ($4,235.00) was to develop a transportable in-service model. Thus during the 1972 summer in-service a model was developed utilizing the Templeton Career Team and out-of-district consultants. The model was designed to be used at the district, state, or national level. The in-service includes methods of staff development, resource utilization, curriculum integration, and evaluation procedures.

(See Appendices - In-service Model)

Fieldtrip Model:

The fieldtrip model was prompted by John Davis. The Career Team had developed all of the individual forms but had not felt the need to compile the material into a unit. The forms were developed so as to document all aspects of an industrial or business visitation. They were also developed as guidelines for the members of the advisory committee. The committee needed guidelines for screening and follow-up, thus they were developed. A portion of the model is for recording and documentation of incidental teaching moments. The compilation of the activities provide ideas for future curriculum development.

(See Appendices - Fieldtrip Model)

III. Results or Accomplishments of the Project

The objectives and the level of attainment will be stated in accordance to the following sections, total project component, management component, staff development component, curriculum development component, and instructional component.

A. Total Project Component:

Objectives:	Evidence and Level of Attainment:
1. To revise and extend all facets of the present program.	1. a. The Teacher's Guide has been modified by teachers. b. An in-service model has been developed and is available. c. Evaluative instruments have been developed. d. Additional activities for students have been developed.
2. To develop a scope and sequence from grades 1 to 6.	2. The staff developed a scope and sequence during the Summer In-service of 1972. Career Awareness in this school is integrated with the present curriculum.
3. To develop a transportable awareness model.	3. A model has been developed and has been made available, through dissemination, to other interested schools. The evidence indicates that components of the model have been accepted and integrated into other programs. The biggest demand from other districts and teachers has been for the teacher's guide, T.I.C. Corp., In-service model, and evaluation. (See Appendices - Evaluation)
4. To develop a transportable in-service model.	4. A model was developed in June 1973 and implemented during the Summer In-service of 1973.
5. To prepare materials for dissemination.	5. Materials for dissemination have been prepared and include in-service activities, unit activities, T.I.C. Corporation, Fieldtrip Model, Teacher's Guide, Quarterly Reports, Evaluative

	Instruments. Materials have been disseminated by the Oregon State Department of Education. Materials are also on file with E.R.I.C.

B. Management Component:

Objectives:	Evidence and Level of Attainment:
1. The parents and other members of the community will be respresented on advisory committees in program planning and instruction.	1. An advisory committee has been organized consisting of six parents representing each grade level. The committee has been involved in planning, instruction, and liaison. Most of their involvement took place at the start of the school year. The committee has not functioned as a committee since December. Individual members are contacted from time to time.
2. The parents and other members of the community will be informed through a newsletter, the local press, school district newsletter, and through the curriculum advisory committees.	2. The project is utilizing all of the above listed dissemination sources. The overall effectiveness has been diminished due to several factors, especially the difficulty in securing articles.
3. The community will be surveyd to identify career aspects which can be utilized by the schools.	3. Through the facilities of O.T.I.S., the district has provided the school with a list of parents and their occupations. Additionally, Project S.A.V.E. has provided information on resources within the senior citizen group.
4. The community will be utilized by the schools as a source of information for the career service center, a source of consultants and fieldtrip stations.	4. The community has been utilized as a source of consultants and for fieldtrip stations. The career service center was disbanded as a result of recommendations made by the Oregon State Department of Education.

C. Staff Development Component:

Objectives:	Evidence and Level of Attainment:
1. Utilize O.B.E., O.S.U., staff, and consultants	1. Three members from the State Department of Education, one from

to orient staff.	Oregon State University, staff involved in summer workshops, and three outside consultants.
2. The staff will cooperate with other school districts.	2. The Templeton staff has cooperated with other districts in the following ways: a. Disseminated written material. b. Participated in other school's in-service activities. c. Participated as resources in graduate in-service credit courses. d. Served as consultants to other schools. e. Shared materials with other states.

D. Curriculum Development Component:

Objectives:	Evidence and Level of Attainment:
1. The staff will survey and collect existing materials in the areas of awareness.	1. Materials have been solicited and collected. These materials are identified, in part, in the developed guide.
2. The staff will design and implement new curriculum processes within the structure of the existing curriculum.	2. The objective represents the entire project. There has also been continuous revision of the design.
3. The staff will develop evaluation instruments.	3. The staff has developed instruments for pre and post testing of units and attitudes. (See Appendices - Evaluations)
4. The staff will collect baseline data on present student attitudes, knowledge, and skills.	4. The staff has developed an instrument but they are in the process of revising it.
5. The staff will meet during the February in-service, with O.B.E. specialist, to examine and analyze the effectiveness of the career awareness model.	5. See State assessment, Elementary Section 1972.

6. The staff will collect new data on student attitudes, knowledge, and skills.	6. This objective was not met. This is due to the lack of a substantially developed instrument.
7. The staff will determine those elements of the career awareness model which need revision.	7. Revision has been continuous. Team meetings are utilized to determine areas requiring revision. Summer in-service has also focused upon this objective.
8. The staff will compile and record data from curriculum awareness processes and activities so that suitable program materials can be written for dissemination purposes.	8. Materials have been developed and disseminated. (See Statistical Information)

E. Instructional Component:

Objectives:	Evidence and Level of Attainment:
1. The staff will administer the evaluation instruments and evaluate the results.	1. The objective was accomplished. However, the staff is not satisfied with the instrumentation relative to student interest. The unit evaluations are acceptable.
2. The students will be able to identify his parents' occupations and identify where his parents work.	2. Student interviews indicate that the majority of students respond appropriately to this objective.
3. The students will receive enrichment through the general curriculum with emphasis on science, social studies, and language arts.	3. A strong effort is being made in this area. Most teachers agree that there is a need for additional methods of enriching the general curriculum and that they continue to develop new techniques as their personal awareness increases.
4. The students will be able to identify the occupations represented by people working in his school.	4. Accomplished with a majority of the students. A portion of the sample could not respond adequately
5. The students will be able to identify job families found in their community and list	5. Most of the student sample could respond effectively. (See Appendices - Evaluation)

occupations within their job families.	
6. The students will be able to describe the kind of work involved in these occupations and the life styles of people involved in these occupations.	6. (See Appendices - Evaluation)
7. The student will be assisted in career awareness through guidance and counseling.	7. A good emphasis on the "self" component of career awareness is ongoing. Teachers as well as the guidance person are involved. Most of the effort in this area must be accomplished by the classroom teacher as schedules and commitments preclude the guidance counselor from performing this entire function.

IV. Conclusions and Recommendations

The Templeton Career Awareness Project has experienced a great deal of satisfaction due to the commitment of the total staff to the project. The staff has encountered problems and the project has been affected, but the over-all impact on children has been positive as viewed by the staff.

The major strength of the project has been identified as more effective faculty communication either through team meetings or staff meetings as planned by the Career Team. Through the development of more effective communication, further planning and revisions have come about more readily. The staff now deals with change much more effectively due to the time spent developing a program that required adjustment on their part.

The awareness project has increased student interest in many curricular areas. The project added the relevance factor that has long been needed in public education. The total curriculum of Templeton has benefitted from the activities that were integrated into the present curriculum.

The faculty and students have become more active in the community. The need for resource people has introduced many parents to the classroom and the curriculum. Field-trips utilizing the developed model have added a new dimension by giving constructive tasks for parents to cover and follow-through with a designated group of children. The children also visited many of the parents and community occupations. The reciprical agreement as to visitations was extremely helpful to all involved.

The min-course activities and the Templeton Intermediate Corporation involved many people from the community. The Senior Aide Volunteer Educators were involved a great deal, giving their expertise with enthusiasm. Parents, grandparents, and friends of students were involved as much as possible. The spin-off value of the project is quite observable as the staff, students, and community have a greater in-depth understnading of the educational structure found within the Tigard School District.

The greatest concern, or in essence--problem, was that of evaluation. The instruments that were staff developed were adequate in the cognitive domain but were inferior in terms of the affective domain. After coping with the problem by inviting in consultants, the Career Team decided that the status of their developed materials was not as inferior as at first judged. Regardless, evaluation of the affective domain does need attention.

Fieldtrips have created concerns due to the fact that we initiate new programs but are restricted by traditional policies. For an awareness project to be highly successful, numerous fieldtrips should be scheduled. This problem is not unique just to Tigard but is one that will be dealt with through central administration and budgetary procedures.

Release time for project development is continually needed. Time has been allotted for planning during the coming academic year. This entails release time plus extended contract time for Saturday meetings.

In conclusion I would have to respond by saying that the students and the community from the elementary membership area are highly enthusiastic and are strong supporters of the project. The students' enthusiasm is a direct response corresponding to the positive attitudes that have been displayed by the teachers.

The Tigard School District has given support of the five-year plan for awareness, thus we have expanded into two more elementary schools during the summer of 1973 and plan to expand to the remaining three during the summer of 1974.

Recommendations:

I would concer with the report of the evaluation team in terms of recommending for future action.

The following are specific recommendations for the Tigard Career Awareness Project 1973-1974:

1. Re-evaluate the objectives and goals of the program, considering the changes which have taken place, the resources which have been identified, and the outcomes which are required.

2. The objectives written with respect to student performance should be developed, utilizing some acceptable percentage standard.

3. Continue to revise evaluation instruments and solicit available sources wherever appropriate and modify the resources to fit the program.

4. Re-evaluate the status of the advisory committee.

5. More time be allowed for project management due to the expansion of the project.

(See Appendices - 1973 Evaluation)

V. Summary

The Templeton Career Awareness Project has been one of the more successful pilot projects due to the fact that it was soon realized that it is a teacher-initiated project. The staff must want to accept the challenge, develop their own materials, and be able to deal openly with their successes as well as their failures.

The Templeton Career Team has been responsible for planning, developing materials, and implementing the project into their completely diverse educational staffing patterns. The willingness of the Career Team plus the support of the building administrator has led to the accomplishment of tasks extending well beyond the scope of the original project proposal. The staff has spent a great deal of time and effort that must be considered far more extensive than any of the participants had originally planned.

In the final evaluation, it stated that ten schools were selected at random and contacted concerning the status of career education in their schools. Eight of the ten responded that some or all of their teachers were trying out career education activities in their classrooms. Of the eight, all indicated that they were utilizing materials or ideas generated as a result of their visit with the Templeton School staff. This sample validates the success and productivity of a committed staff and administration.

VI. Demographic and Statistical Information

(In this section list all information available to you as called for on the following chart):

a. Number of schools involved in project: 3

b. Total number of students enrolled in project schools: 1,287

c. Total number of students directly served by the project: 513

d. Number of staff directly involved in or served by the project:

- Professional/Certified: 49
- Classified: 7

e. Estimated number of parents involved: 100

f. Estimated number of other community persons and resource people involved: 50

g. Estimated number of visitors to the project: 300 (1972-1973)

h. Number of presentations on the project presented:

- In-district: 10
- Out-of-district: 12

i. Total number of guides, handbooks, materials developed

Item	Number Produced	Number Distributed
Guides	350	300
In-service Models	300	250
Fieldtrip Models	200	150
Templeton Int. Corp.	300	300
Individual Grade level Units	200	100
j. Surveys		
Community	100	75
Teachers	100	100
Scope and Sequence	200	180

VII. Summary of Costs

A. Source of Funds:

State/Federal	$62,373.00
Local	53,771.00
Other	0
Total	116,144.00

B. Breakdown of Costs:

	State/Federal	Local	Total
1. Project admin.	10,575.00	13,575.00	24,150.00
2. Staff devel.			
-workshops	19,285.00	3,000.00	22,285.00
-released time	4,900.00	11,900.00	16,800.00
-curriculum devel.	420.00	0	420.00
Total	24,605.00	14,900.00	39,505.00
3. Supplies and materials	5,335.00	2,100.00	7,435.00
4. Travel per-diem	1,270.00	300.00	1,570.00
5. Consultants	0	1,800.00	1,800.00
6. Evaluation	500.00	2,300.00	2,800.00
7. Other costs			
-program devel. specialist	0	1,500.00	1,500.00
-guidance coord.	6,200.00	0	6,200.00
-media specialist	0	7,000.00	7,000.00
-secretary	5,600.00	900.00	6,500
-transportation:			
-fieldtrips	0	2,000.00	2,000.00
-Sat. experience, PCC	900.00	0	900.00

-If guides or handbooks produced, identify cost to reproduce:
-cost per guide: 1.00 total 185.00

-your estimate of per-guide or handbook cost, including development costs (such as staff development time, etc.) per unit cost 5.00

	State/Federal	Local	Total
7. Other costs (cont.)			
-Rooms:			
-Service center	0	1,800.00	1,800.00
-Office	0	1,000.00	1,000.00
-Service center, software:			
-videotape	750.00		
-slidefilm	700.00		2,200.00
-10 sound on slide	750.00		
-Service center, hardware	0	4,800.00	4,800.00
-Fixed costs	5,244.00	3,396.00	8,640.00

APPENDIX A

1973 Inservice Plans

CAREER INSERVICE PLANS

Summer Workshop

June 11-19

June 11

8:00 - 9:00	Coffee and Introductions
9:00 - 10:00	Film - "Career Education in Oregon"
10:00 - 10:30	Activity - Occupational Listings - within three minutes -
10:40 - 11:00	Coffee Break
11:00 - 11:30	Categorize "Occupational Listings" into clusters and job families.
11:30 - 12:00	Input from group as to individual needs for their respective buildings.
1:00 - 3:00	Field trip - St. Vincent's Hospital
3:00 - 4:00	Explanation of the present field trip model: Evaluate the field trip.

June 12

8:30 - 9:30	Slide presentation - Templeton project.
9:30 - 10:00	Small groups discussing the orientation
10:00 - 10:20	Coffee Break
10:20 - 11:00	Disseminate and discuss Templeton's staff - student goals and outcomes.
11:00 - 12:00	Assembly Line Activity
1:00 - 2:30	Field Trip - Grandma's Cookie Company
3:00 - 4:00	Evaluate the field trip and discuss the correlation with the morning activity.

June 13

8:00 - 9:30	Explanation of the four life roles - (Oregon Program)
9:30 - 10:00	Life roles activity
10:00 - 10:20	Coffee Break
10:20 - 12:00	Develop lessons for utilizing resource people around the "Oregon Program" concept.
1:00 - 2:30	Resource speaker - Dr. Del Orchard
2:30 - 2:50	Coffee Break
2:50 - 3:20	Follow-up of developed units
3:20 - 4:00	Communication Activity - "NASA" and "Empty Square" .

June 14

8:00 - 9:00	Develop Interview strategies
9:00 - 10:00	Conduct interviews within building 9:00 - 9:30 1/2 group - Carpenter - Plumber (skilled) 9:00 - 9:30 1/2 group - Lawyer - Doctor (professional) 9:30 - 10:00 Alternate groups & speakers
10:00 - 10:20	Coffee Break
10:20 - 10:50	Discussion of Comparative Interviews
10:50 - 11:30	Mid-Evaluation of Inservice
11:30 - 12:00	Total Group Input as to status of Inservice.
1:00 - 2:30	Begin development of units to be integrated into each building's curriculum. (small group discussion of Templeton Activities)
2:30 - 2:50	Coffee Break
2:50 - 4:00	Continue to develop materials and activities.

June 15

8:00 - 8:45	Session open for "brainstorming." - Unit development ideas - rationale - philosophy - building objectives - student outcomes
8:45 - 9:15	Activity - "Occupations" Pencil - list involved occupations.
9:15 - 10:00	Development of units for each individual building.
10:00 - 10:20	Coffee Break
10:20 - 12:00	Unit development
1:00 - 2:30	Field Trip - building site
2:30 - 3:00	Discuss units that are applicable to visitation - tools unit - shelter unit - cardboard carpentry - measurement and manufacturing unit
3:00 - 3:15	Coffee Break
3:15 - 3:30	Evaluate fieldtrip
3:30 - 4:00	Develop a plan to utilize all parent resources within the community.

June 18

8:00 - 10:30	Develop plans to implement the program on a teacher to teacher level.
10:30 - 10:50	Coffee Break
10:50 - 12:00	Small group discussions of how to implement plans that have been developed.
1:00 - 2:30	Continue plans for implementation.
2:30 - 2:50	Coffee Break
2:50 - 4:00	Discuss an industrial fieldtrip guide and develop a form for gaining information relevant to the program.

June 19

8:00 - 9:30	Refocus on the four life roles - discuss avocational importance and develop plans to expand the present curriculum - mini-courses - class meetings - creative writing
9:30 - 9:50	Coffee Break
9:50 - 12:00	Culminate unit development during workshop
1:00 - 2:30	Develop timeline for unit implementation and future career team meetings.
2:30 - 2:50	Coffee Break
2:50 - 4:00	Inservice Evaluation - Post Test

APPENDIX B

Inservice Model

CAREER IN-SERVICE MODEL

Mission Statement: To design, implement and evaluate a program of staff development which will enable staff members to gain knowledge of career skills and attitudes in order to modify current instructional patterns in the elementary school.

Introduction: 1. Film from U.S. Office of Education on "Career Education" - (Oregon Board of Education)
2. Pre-test on attitudes (post-test after in-service).

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
The career planning team will design in-service activities which will allow teachers to become more knowledgeable of occupations existing in the community, state and region.	A. List as many occupations as possible. (3 minutes)		A. Pre & post tests (list of occupations)
	B. Introduce Clusters and Job Families 1. Definition of each (See Appendix 1) 2. Cluster Guide; example of one Cluster and Job Family chart.	B. Consultants O.B.E. Rich Schmidt I.E.D. Career Director N.W. Regional Lab.	
	C. Field trips to divergent areas of occupational interests.	C^1 Field trip evaluation forms.	
	D. Game (occupations) 1. Pencil - list as many occupations as you can that pertain to the manufacture of a pencil.	C^2 Sample field trips 1) hospital 2) construction site 3) iron industry 4) community college 5) large business 6) small business	
The career planning team will design in-service experiences which will develop positive attitudes toward the world of work.	A. Assembly Line Experience (See Appendix 2)	A. Project preplanned	A. Group discussion on comparison of assembly line vs. individual.
	B. Speakers to visit in-service.	B. Sample speakers 1) mechanic 2) lawyer 3) fireman 4) migrant laborer Speakers from local community.	B. Cognitive & affective domains covered in group discussions.

in-service instructional patterns so that teachers can gain an awareness of the vocational, avocational, social and family roles that citizens occupy.	1. Four life roles 2. See Appendix 3		
	B. Interviews 1. Each member interview a worker outside the field of education. 2. Follow up with a discussion. C. Mid-Evaluation of in-service.	See Appendix 6 See Mid-Evaluation in-service Form	Correlate the four life roles and how they interrelate.
The career planning team will design a program of communication skills which articulate the pilot model throughout the building.	A. Communication activities 1. Fill out Interpersonal Relations Sheet 2. Games (Appendix 4) a. NASA Game b. Empty Square Game 3. Other activities B. Problem solving techniques (Appencis 5) C. Give Interpersonal Relations post test at end of years project. (Appendix 5b)	Resource specialists 1. Dick Gardner (OSU) 2. Dick Phillips (PSU)	Discussion on group reactions.
The career planning team will design resource materials and activities to integrate the program into their present curriculum.	A. Develop a plan to utilize all parent resources within the community. (See Appendix 6)	A^1 O.T.I.S. (Oregon Total Information Service) A^2 Counselor A^3 Principal	
	B. Develop a guide of the industries within the area.	B^1 Chamber of Commerce B^2 State Employment Agency B^3 Parent resources B^4 Government Agencies	

C. Develop Career Units	C. Available units & activities 1) Tigard - Jerry McBath - 639-3137 2) Pleasant Hill - Darrell Jones - 747-2917 3) David Douglas - Lincoln Park Elem. 4) Utah - State Department of Education 5) Area 2 - Portland - Bill Warner 288-5461
D. Develop activities to refocus present curriculum to careers. 1. Creative writing 2. Films 3. Class meetings 4. Mini-classes	Same school resources as above.
E. Develop time line for the year. (See Appenix 7)	Jerry McBath - Tigard
F. End Evaluation of In-service	See End Evaluation Form

Evaluate this in-service.

PRE and POST TEST FOR IN-SERVICE

1. a. Describe how a man's occupation may affect his choice of hobbies.

_____

_____

_____

b. Describe how a man's occupation affects him as a citizen.

_____

_____

_____

c. Describe how a man's occupation affects his family.

_____

_____

_____

2. a. Circle the occupations which belong to the Health Services cluster.

doctor	oceanographer
cook	receptionist
dairy farmer	stewardess
veterinarian	X-ray technician

b. Name one job family and list five (5) related occupations.

_____

_____

_____

_____

_____

_____

3. Circle the interests or abilities <u>needed</u> for each of the following occupations.

a. Auto mechanic

1. be able to read
2. is concerned with cleanliness
3. likes to work with hands
4. can understand diagrams
5. enjoys meeting people

b. Cashier

1. loves the outdoors
2. is a good athlete
3. knows arithmetic
4. is able to remember details
5. enjoys meeting people

c. Lawyer

1. likes to work with hands
2. must be a good speaker
3. likes to work with people
4. likes to read
5. enjoys outdoor work

4. Think of an occupation and tell how they use each of the following skills.

Occupation _____

a. reading _____

_____

b. writing _____

_____

4. Cont.

c. spelling _____

_____

d. math _____

_____

e. map skills _____

_____

f. observation _____

_____

g. inferring _____

_____

h. communications _____

_____

MID-EVALUATION IN-SERVICE

1. Do you feel frustrated? _____

   If so, why? _____

   _____

   _____

2. What do you think the direction of this in-service is?

   _____

   _____

   _____

3. Do you see how you might use career education in your present curriculum?

   _____

   _____

   _____

4. Do you have suggestions for changes we might make to improve this in-service?

   _____

   _____

   _____

   _____

END EVALUATION IN-SERVICE

1. Do you feel that you have a better understanding of career education now than at the beginning of this in-service?

2. How has your attitude changed toward the world of work?

3. Which activities were beneficial to you and which were not?

4. What changes would you make in this in-service?

APPENDIX I

Definition of a Cluster

The various occupational clusters of the curriculum are arrived at by classifying occupations into related groups or families with similar characteristics.

Example:

Job Cluster = Mechanical & Repair Occupations

Related Families - Small engine mechanic
Large engine mechanic
Marine engine mechanic
others. . . .

APPENDIX 2

Materials Needed:

Tag board (for pattern)
construction paper - various colors - 9 X 12
pipe cleaners
pencils
scissors
glue
safety glasses (sunglasses)
aprons
hair dryers
sample of a frame (12 X 18)

1. PATTERN CUTTER

Job Description: Cut the pattern out of tag board. Begin with number one. As you cut out each peice, pass it to the person on the right.

Educational Requirements: You must be able to:

1. count to 10 (from zero)
2. know right from left
3. use scissors
4. keep your mind on your job

2. PATTERN TRACER

Job Description: Trace each piece as you get it using the pieces of colored paper in order as they appear at your station. Pass it on to the person on your right as you finish.

Educational Requirements:
1. know right from left
2. be able to concentrate on a pencil point
3. work efficiently so as not to bog down the assembly line.
4. be cheerful in all things

3. CUTTER

Job Destription: You should cut out each piece as you get it. Pass the finished product to the person on your right.

Educational Requirements: You should be able to:
1. follow directions
2. know right from left
3. use scissors
4. a good sense of finger dexterity

4. OUTLINER

Job Description: With pipe cleaner, outline each numbered piece. As you finish each piece pass it to the person on your right.

Educational Requirements: You must be able to:
1. patience for close work
2. count from 1 to 10
3. know right from left

5. BLOWING DECORATOR

Job Description: You must wear safety glasses and an apron.

Decorate each numbered piece as it comes to you. Use a variety of glitter paint. Use the fan at your station to semi-dry. Pass it to the person on your right.

Educational Requirements: You must be able to:
1. know numbers 1 to 10
2. knowledge of appropriate colors
3. know right from left
4. know degrees of wetness

6. PASTER

Job Description: As each piece comes to you paste it onto the pattern in numerical order.

Educational Requirements: You must be able to:
1. know right from left
2. know numbers 1 to 10
3. spread paste evenly
4. tolerate paste smell

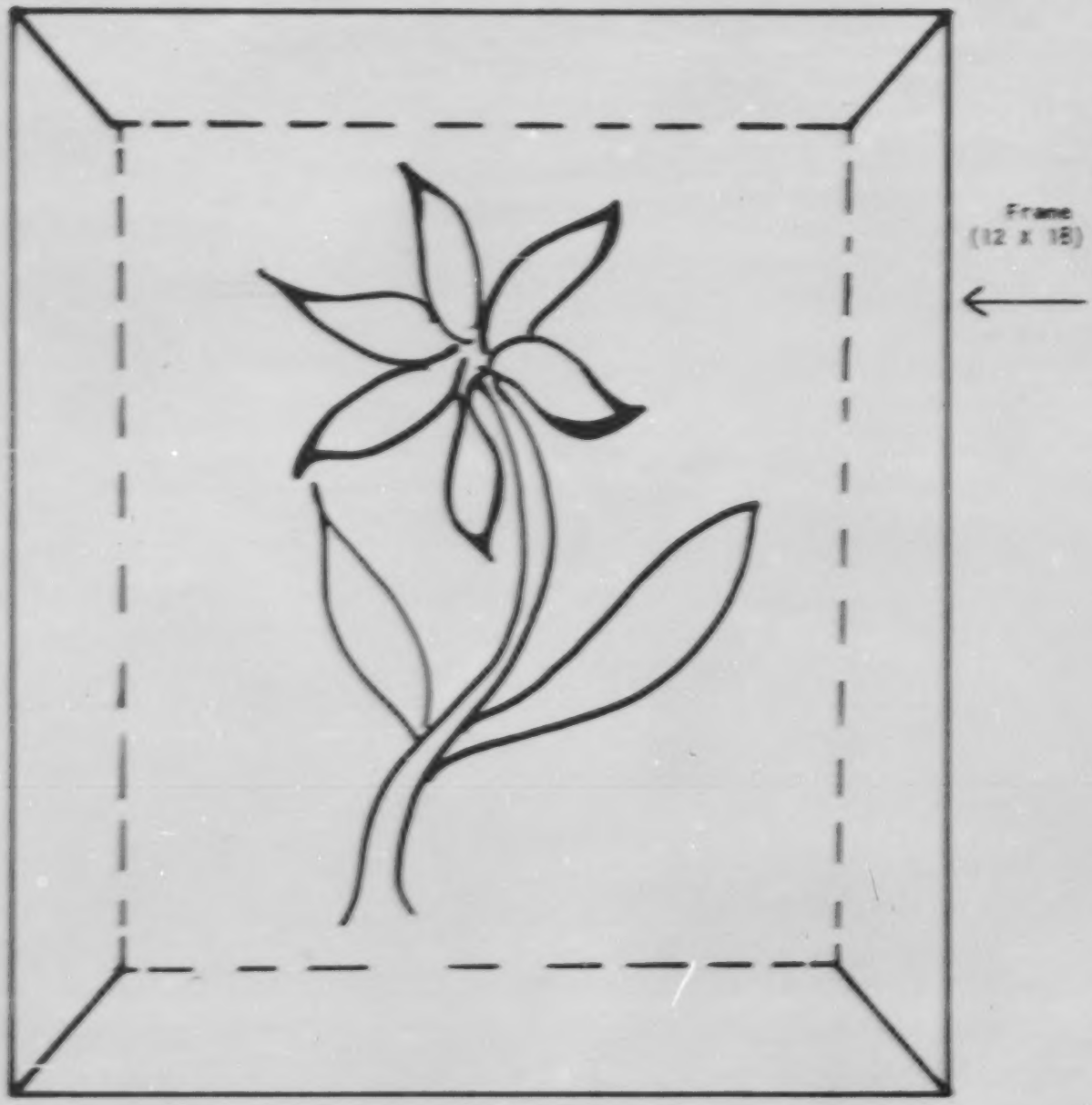
7. FRAMER

Job Description: Construct a frame like the sample at your station. Fasten completed product to frame.

Educational Requirements: You must be able to:
1. wait patiently until the completed product comes to you for framing
2. follow visual (not written) directions
3. be cheerful to others

1
2
3
4
5
6
7
8
9
10

SAMPLE



APPENDIX J

Take four pictures of a variety (male & female) of adults.** This picture should be taken of the individual in a relaxed situation not at work. They should be mounted side by side in the following manner.

Ask the following type of questions:

1. What's similar about the people?
2. What's different about the people?
3. Can you tell if they are happy or not?
4. Can you tell which are married?
5. Can you tell their occupation?
6. Can you tell if they work indoors or outdoors?

** Be sure you have a clearance from the people to use their pictures.

APPENDIX 4

NASA Game

INSTRUCTIONS: You are a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

____ Box of matches

____ Food concentrate

____ 50 feet of nylon rope

____ Parachute silk

____ Portable heating unit

____ Two .45 calibre pistols

____ One case dehydrated Pet Milk

____ Two 100 lb. tanks of oxygen

____ Stellar map (Of the moon's constellation)

____ Life raft

____ Magnetic Compass

____ 5 gallons of water

____ Signal flares

____ First aid kit containing injection needles

____ Solar-powered FM receiver-transmitter

APPENDIX 5

PROBLEM SOLVING EXERCISE

Page 1: Identifying the problem:

A: Describe on a large piece of paper (or on the board) where everyone can see, some problems, mention people, places and resources.

* Note: don't argue about whether it's perfectly stated or how to solve it.

For example: a) The lunch line is too long.
b) We get bored in language.
c) The teacher doesn't like us.

B: Go back to each problem-statement and write beside it the goal that is not being reached.

For example: goal not reached: a) Our needs are not being met in language, as we are bored.

b) We can't feel good in our room because our teacher doesn't like us.

C: See whether the group thinks that some statements of problems are two problems in one and can be reduced.

For example: I won't do my language for tomorrow and I don't care.

D: What people are involved in each problem? What do they have to do with the problem?

For example: The cafeteria is cold: Custodian: he isn't regulating the heat properly.

E: Are there non-human factors that are part of the problem?

For example: The broom broke and it's difficult to do the sweeping.

F: If you still have more than one problem, reduce them to the one most important one. Write it here.

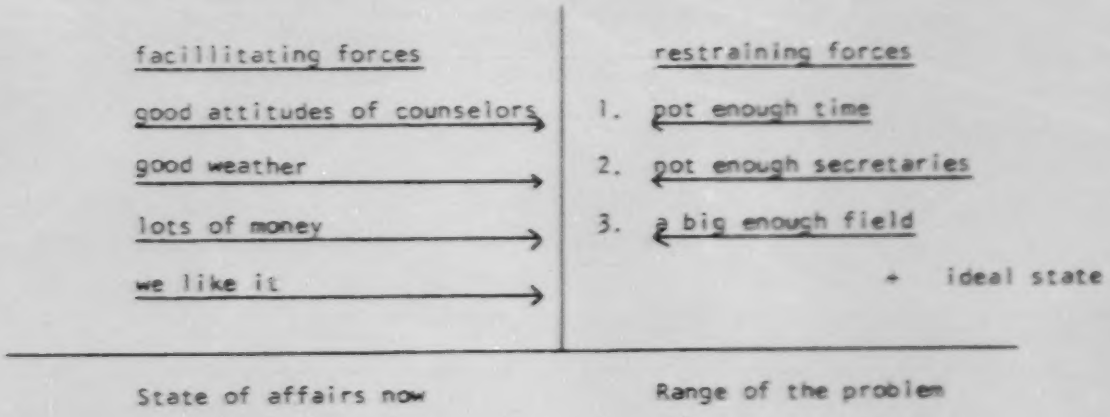
Stage 2: Analyzing the Problem.

See typed sheet

STAGE 2: Analyzing the Problem

Think of the goal toward which you are striving as being at the right hand side of the horizontal line below. Its position is represented by the + sign and is called the Ideal State. (Where you want to be.)

The vertical line represents the current state of affairs. The distance between the present state and the ideal state represents the range of the problem.



STAGE 3: Checking on the Group's Effectiveness

You've been working on a task. Like an automobile, a group needs maintenance. While working on a task, a group needs to stop occasionally to see how they work together. The members should fill out the three scales below by circling one number in each.

What I say is prized and valued here	6 5 4 3 2 1	What I say is being ignored here
Our group is falling into traps	6 5 4 3 2 1	Our group is avoiding traps
I have participated often	6 5 4 3 2 1	I have participated very little

When discussing answers on the three scales with the group, try to be helpful.

helpful

You will tend to be helpful when you are specific (e.g., "I felt valued by you, John, because often you asked me to say more when you spoke," or, "An example of when I thought we fell into a trap was . . . . . ," or, "I felt put down when you . . . .").

not helpful

You will tend to be unhelpful if you are general and evaluative (e.g., "You're the kind of person who puts people down," or, "This group isn't working well," or, "This group is the greatest I've ever been in.")

STAGE 4: Evaluating the Restraining Forces

Now is one time to use critical judgment. There is no need to discuss the facilitating forces futher. Reducing the strength or presence of restraining forces will be more helpful in solving the problem. Go back over the restraining forces listed in Stage 2 and

(a) Agree on those (perhaps three to six) that you think are most important.

(b) Rate the important restraining forces for their solvability (by you or someone else at O.D.S.)

(c) Circle the solvable, important restraining forces.

Avoid the pitfall of arguing about unsolvable items or about opinions before you have sufficient data.

STAGE 5: Generating Alternative Actions by Brainstorming

Ask the group to think up (brainstorm) as many ideas as it can for decreasing the power of each restraining force chosen in Stage 4.

Brainstorming is another time to suspend critical judgment.

In brainstorming,

Nobody says, "No."

Nobody says, "It will never work."

Nobody says, "That's a poor idea."

Nobody says, "That has already been mentioned."

Have a person in your group take the role of secretary to record all of the brainstormed ideas. Brainstorm ideas for each important restraining force one at a time.

STAGE 6: Checking on the Group's Effectiveness

Take time to discuss how the group is working again. Do you feel a part of the action? Why or why not? Help each member to tell his feelings to the group if he wishes to do so.

STAGE 7: Designing Plans for Action

Now the group should be able to design some concrete plans of action for reducing the most powerful restraining f rces. This is another time to use critical judgment. The following points are helpful:

(a) Choose the brainstormed ideas that seem best.

(b) Decide what groups, or persons, should do them.

(c) Put the ideas and actions into a time sequence. (by this date, we will do this .....)

(d) Estimate specific dates for the actions to occur.

(e) Make plans for beginning the action sequence.

INTERPERSONAL RELATIONSHIP RATING SCALE

Directions: Think of yourself in your relationships with other people (in and out of school) and rate yourself according to the percentage of time that you see yourself acting in the following ways:

Almost never	less than half time	about half time	more than half time	almost always
1-20%	20-40%	40-60%	60-80%	80-100%
1	2	3	4	5

1.	I trust other persons.	1	2	3	4	5
2.	I ask for help when I need it.	1	2	3	4	5
3.	I accept help when I need it.	1	2	3	4	5
4.	I am interested in what another person has to say.	1	2	3	4	5
5.	I show my true feelings to another person.	1	2	3	4	5
6.	I feel that other people like me.	1	2	3	4	5
7.	When I talk with another person, I try to understand how he feels.	1	2	3	4	5
8.	Other people seem to feel good when I talk with them.	1	2	3	4	5
9.	I speak first to another person.	1	2	3	4	5
10.	I am able to describe to another person how I feel.	1	2	3	4	5
11.	I understand what I do to make people angry with me.	1	2	3	4	5
12.	I understand what I do to make people like me.	1	2	3	4	5
13.	I try to understand another person's point of view.	1	2	3	4	5
14.	I try new ways of relating to other people.	1	2	3	4	5
15.	I like to help another person learn something new.	1	2	3	4	5
16.	When I like people I am able to show it.	1	2	3	4	5

17.	I think of myself as an equal to another person (not above or below him)	1	2	3	4	5
18.	I accept another person, even though he's quite different from me.	1	2	3	4	5
19.	When I disagree with others I tell them why.	1	2	3	4	5
20.	I am able to work with another person on my personal problems.	1	2	3	4	5
21.	I prefer doing some things by myself rather than being idle with others.	1	2	3	4	5
22.	I enjoy being with others.	1	2	3	4	5
23.	I disagree with others when I feel that I'm right.	1	2	3	4	5
24.	I act according to what I think is right, even if it is unpopular.	1	2	3	4	5
25.	I accept my failures, using them to better myself.	1	2	3	4	5
26.	I want to do things better (want to improve.)	1	2	3	4	5
27.	I am able to admit my weaknesses, or that I have a problem.	1	2	3	4	5
28.	I am able to predict what will happen in my relationship with others.	1	2	3	4	5
29.	I am able to recognize and to use an opportunity when it arises.	1	2	3	4	5
30.	When I'm with another person I understand how he feels.	1	2	3	4	5
31.	Other people share their true feelings with me.	1	2	3	4	5
32.	I praise others when I like what they do.	1	2	3	4	5
33.	Other people treat me as an equal.	1	2	3	4	5

APPENDIX 6

Resource Person's Guide for Discussion
Templeton Elementary School

The Tigard Schools are developing a career awareness program which is to be included in the existing curriculum. We would like you to have a part in developing this program by visiting our classrooms and sharing with us information about your job and yourself. The children will be interested in these things:

1. Hobbies and recreation
2. Possible salary range in the field
3. Training required
4. Advantages (other than monetary) and disadvantages of the job
5. Hours
6. Tools, if any
7. Where do you work
8. Do you wear special clothing
9. Benefits of your work
10. How did you get into your work
11. Opportunities for advancement
12. Does anyone work with you
13. Families (kids)

Rationale

The purpose of this project is to develop career awareness in pupils of the elementary school. It is not intended to develop "skills" of a particular trade but to create attitudes toward the world of work. The students will become aware of the importance of loyalty, dependability, responsibility, the dignity of work well done and the pride in accomplishment. The project will provide relevant career awareness learning experiences, as they relate to the current school curriculum.

MEMO TO ALL TEMPLETON PARENTS:

The Tigard School District has received a federal grant this year to involve pupils more intensively in career exploration. James Templeton has been selected as the "pilot" school to set up a career awareness program for pupils from grades 1 through 6. We do not intend to develop "skills" of a particular trade but to create a program directed toward the world of work. The students will become aware of the importance of loyalty, dependability, responsibility, the dignity of work well done and the pride in accomplishment. The project will provide relevant career awareness learning experiences, as they relate to the current school curriculum.

We would appreciate your help in the development of the program. Please let us know if you could find the time to come in and speak to our class sometime this year, or provide us with some information regarding your career, whether the role be that of a homemaker or one of a worker outside the home.

Perhaps your child could spend a day or part of a day at work with you and return to the school and report of his visit to the class.

The children will be interested in the following:

1. Where do you work?
2. What do you do?
3. How did you get into your work?
4. Training required
5. Does anyone work with you?
6. Do you wear special clothing?
7. Tools, if any.
8. Advantages and disadvantages of the job (hours, inside or outside, traveling)
9. Families
10. Hobbies and recreation

Parent interest is vitally needed to make this a successful program. Will you help by sharing your experiences with us? If so please sign below and return immediately with your child.

_____

(Parent Signature)

MEDICAL DOCTOR	DENTIST	OPTOMETRIST	X-RAY TECHN.	MEDICAL TECHN.
1. Robt. Anderson 2. Richard Bolton 3. Daniel Dennis 4. Harold Geist 5. Leslie Imran 6. Robert Rakosy 7. Lacron Stanley 8. Gerald Voelker 9. Eugene Wiesbrock	1. Jack Clinton (Inst. 10 Med.) 2. Tom Fisher 3. Reese Kennedy 4. Norris Olson 5. Lee Emery	1. Jack Smith	1. Delbert Yelenchenko	1. James Holley
PHARMACIST	**VETERINARIAN**	**TEACHER**	**PSYCHOLOGIST**	**ADMINISTRATORS**
1. Bob Rote	1. Del Orchard	1. Dick Bishop 2. Bob Carey 3. Chuck Colling 4. Leonard Dressel 5. Allen Grove 6. Donald Herr 7. Dick Johnson 8. Walter Johnson 9. Floyd Lissy 10. Jim McMahon 11. Paul Morse 12. Paul Peck 13. Harold Schmidt 14. Tex Whiteman	1. Edward Scott (State Alchohol Director)	1. Art Biederman (Twality Principal) 2. Gary Brannan (Geo. Pac. Supt. Pr.) 3. Norman Bryant (IBM Supv.) 4. Don Cahill (BJB Supv.) 5. Don Chervin (Moore Bus Sales) 6. Roger Covell (Op. Contr. Mgr.) 7. Fleissner (Ore. Hosp. Assoc. Exec. Dir.) 8. James Forkner (Em. Hosp. Dir.) 9. Bob Greenwood (P.P.S. Dir.) 10. Ken Hoggat (Tek. Plant Mgr.) 11. Marvin Holstein (Aloha Pk. Principal) 12. Carleton Lindgren (Hosp. Adm.) 13. Roy Lindsay (P.C.C. Adm.) 14. John Martin (A-C. Brush V.P.) 15. Fred Meyer Jr. (Knappton Towboat V.P.) cont'd

ELECTRICIAN	CONTRACTOR	EARTH MOVERS	CARPENTER	ADMINISTRATORS
1. Davis 2. Walter Johnson 3. Leonard Keith 4. Remington	1. Birkenseier (Bldg.) 2. Crane (Painting) 3. Dreyer (Bldg.) 4. Gray (Gen) 5. Hanson (Bldg.) 6. Harrel (Cons Sup) 7. John Reid (Cons. Foreman) 8. Ray Price (Utility Cont.)	1. Warren Brown	1. Sidney Johnson 2. Warren Lawson 3. Joe Loranger 4. Nils Nelson 5. St. Clair 6. Ray Hernstedt	16. Robt. Myers (Supt.) 17. Don Nelson 18. Wm. Parsons (Pub. Paper Supv.) 19. Vincent Possell 20. Allen Sears (Am. Met. Prod. Owner) 21. Peter Taylor (Currie. Dir.)
PLUMBER	SHEET METAL	STEAMFITTERS	IRONWORKER	FOREMAN
1. Dale Nass	1. Remington (Touch Elec.)	1. James Lucia	1. Southard 2. Chas. Smith 3. Gordon Couture	1. Allison (Mayflower Farms) 2. Marvin Powers (Machinist) 3. Runyun (Tool & Die) 4. Wills (Zidel's) 5. Reid (Construction) 6. Bray (Arboretum)
WAREHOUSE	SHEETMETAL	MANAGER	ATTORNEY	ENGINEER
1. Anderson 2. Bauer 3. Bouska 4. Brosseau 5. Dines 6. Jordon 7. Seeley 8. Templeton (Mgr.)	1. Gilbert Anderson 2. Lawson 3. Wright	1. Anderson (Office Circle A&W) 2. Bachelder (Parts) 3. Baker (Test) 4. Ball (Service) 5. Barnard (Asst. Mgr.) 6. Beeson (Sales, Arrowheat) 7. Dayson (Grocery) 8. Escriva (Sales) 9. Fletcher (Goodat Sports) 10. Goldammer (Groc) 11. Hill (Traffic) cont'd	1. Alderton 2. Biggs 3. Cornilles 4. Cox 5. Edwards 6. Franske 7. Lang 8. Roberts 9. Higgins	1. Allen 2. Benson 3. Burgoyne 4. Clark 5. Cole 6. Cowles 7. Davis 8. Dickhous 9. Irish 10. Kelly 11. Lieuallen 12. McBride 13. McMillan 14. Millard cont'd

INSURANCE	ACCOUNTING	MANAGER	RAIL	ENGINEER
1. Chas. Bernards (Underwriter NY Life) 2. Dan Bertulliot 3. Ed Givens (Claims Mgr.) 4. Forrest Hall 5. Gary Harvey 6. Michael Herr (Ins. Adj.) 7. Boyd Patrick (Family Life) 8. Vredenburgh (Farmers Ins.) 9. Ernest Pickell (Motor Ins. Corp. Spec. Agent)	1. Don Berry (Tax Acc.) 2. Laurence Bolton (CPA) 3. Wm. Carpenter (CPA) 4. Niel Longfellow (CPA) 5. Dene Mallory (Asst. Aud. US National Bank) 6. John McNamara (Acct.) 7. James Mayer (Acct.) 8. Everett Nixon (CPA) 9. Albert Tornblad (Acct.) 10. Norman Williams (Acct. Field Supt.)	12. Keuler (restaurant) 13. Lundberg (Export) 14. Padgham (Credit) 15. Pinkstaff (Sales) 16. Pykonen (Prod. Col N'wood) 17. Schulz (Ft. Dodge Lab) 18. Alan Scott (Asst. Parr Lbr.)	1. Willi Arndt (Brakeman)	15. Nordquist 16. Nussbaum 17. Patton 18. Phillips 19. Pruhsmeier 20. Schockelt 21. Smith 22. Soren 23. Thompson 24. Waldele 25. Winchell 26. Worley 27. Zibolski 28. Camp 29. Wyrick 30. Barnard 31. Ashley (Systems) 32. Carn (Civil Eng.) 33. Dick Hanson (Meh.)
TRUCKING	TRUCKING	AIR		
1. Blaine Crosford (Mitchell Bros.) 2. Coddeford, Marvin 3. Alvy Fleming 4. Bruce Gillespie (Riesberg) 5. Art Harmon (Coca Cola) 6. Lester Johnson (Fleet Mgr.) 7. Everett Metcalm 8. Fred McFall (Con. Frt. Ways Div. Mgr.) 9. Mervin McKay 10. John Miller (Bus Dr. Rel) 11. Norman Moffat (Mayflower Farms) 12. Norman Munger	13. Bruce Nelson (Dispatcher) 14. Rolla Ocle (P.O. Trans Clk) 15. Dan Tabert (Dump Tr. Owner) 16. Frances Weatherman 17. Bill Stone (Tire Dumping)	1. Chas. Wolf (Chief Pilot PGE)		

APPENDIX J

Templeton Elementary Career Awareness Program

STATE CONTRIBUTION

Sept. 15 — Planning team will meet for evaluating new material (from Utah, etc.) Release ½ day. (To be scheduled)

Dec. 10 — The CAP planning team will visit CORE in Springfield. Release one (1) full day.

Jan. 17 — The CAP planning team will be released ½ day for planning and evaluation.

Feb. 6 — All teachers in grades 1 and 2 will be released for ½ day for unit planning.

Feb. 9 — All teachers in grades 3 and 4.

Feb. 10 — All teachers in grades 5 and 6.

May 3 — Planning team will be released for ½ day for CAP planning in 1972-1973 school year.

May 24 — Planning team (same as above).

Substitutes needed for teachers who are members of underlined groups.

DISTRICT CONTRIBUTION

by Aug. 31 — Planning team will orient Templeton Staff to CAP.

by Sept. 30 — Initial resource people list will be completed.

Oct. 1 — Steps will taken to implement CAP by planning group into Social Studies program.

APPENDIX C

Teacher Survey and Community Survey

TEACHER SURVEY

	YES	SOMETIMES/ MAYBE	NO
1. I use guest speakers. (If the answer is yes, please do question #3.).....	20		1
2. When I use guest speakers, a part of the class discussion is concerned with their occupation.....	20		
3. When taking field trips, some emphasis is placed on occupations observed.....	19		
4. I have found methods to integrate career awareness into the present curriculum.....	20		
5. I have used bulletin boards which emphasize occupations.....	15	5	1
6. Career awareness is a legitimate goal for grades one through six.....	18	1	
7. I feel prepared to emphasize careers in my teaching.....	14	8	
8. I am aware of the resources available to teach career awareness.....	12	9	

9. Being a significant contributor to the career awareness program - would you prioritize the life roles and their importance in relationship to your students.

Vocational 7-(2), 8-(3), 5-(4)

Avocational 1-(1), 2-(2), 8-(3), 7-(4)

Family 18-(1), 1-(2), 1-(3)

Citizenship ~~1-(1),~~ 11-(2), 4-(3), 5-(4)

10. After experiencing career awareness concepts for nearly two years, prioritize the elements that have (1) been most beneficial - (11) have been least beneficial.

10-(2),1-(7), 2-(9), 2-(10)
_____ Teacher's guide

2-(1),3-(2),2-(3), 7-(4), 2-(5), 1-(8)
_____ Career team leaders

1-(4), 2-(6),5-(8), 3-(9), 4-(10),
_____ All staff meetings

1-(7), 5-(3), 1-(4), 4-(5),1-(6),1-(8),3-(9)
_____ Project director

2-(4),2-(6), 1-(7), 3-(9), 5-(10)
_____ Career advisory committee

2-(1), 2-(2),1-(3),1-(5),3-(6),3-(7),3-(8)
_____ Career in-service meetings

3-(1),1-(2),1-(3),2-(4),2-(5), 2-(7),2-(8),2-(9)
_____ The incidental teaching moments

13-(1),3-(2), 3-(7)
_____ Team meeting discussions

7-(3),3-(4), 5-(5),1-(6)
_____ Field trips

1-(2),1-(3),3-(4),2-(5),4-(6),2-(7),2-(8),1-(9)
_____ Classroom meetings (Glasser method)

(Leave blank if the element is not applicable.)

* Twenty-three teachers were asked to respond.

Total Response 203

Total Families 358

COMMUNITY SURVEY

Rationale: The purpose of this project is to develop career awareness in pupils of the elementary school. It is not intended to develop "skills" of a particular trade but to create a program that will develop positive attitudes toward the world of work.

Please check the appropriate answers.

1. Have you heard of the career awareness program at James Templeton Elementary School?

   164 Yes
   39 No
   (203)

   If yes, where did you hear about it?

   133 your child
   6 a neighbor
   (202)
   *63 other - please name_____

2. Has your child mentioned any school activity which has been connected with the career awareness program?

   129 Yes
   59 No
   (188)

3. Does your child show any increase in understanding of the relationship between school and the world of work?

   137 Yes
   45 No
   (182)

4. How do you feel about career awareness in the elementary school?

   170 favorable
   6 unfavorable
   19 no opinion
   (195)

5. Comments:

   Affirmative -26
   Negative 4
   Statements 28
   (58)

   * P.S.O. - 22; Newspaper - 27; Newsletter - 7; Teachers - 30; Program Involvement - 9. (95)

APPENDIX D

Phil Lewis and Tualatin Materials

FAMILY UNIT - GRADE 1

GOAL: To make children aware that the family unit may be different but each member is important.

OBJECTIVES	ACTIVITIES	MATERIALS
1. Children will identify own family members & their importance. 2. Will be made aware of differences in family units. 3. Will be made aware of careers in each family. 4. Will be made aware of how families help each other. 5. Will be made aware that families live in homes that may differ in size and shape.	1. Show pictures of family units and discuss & compare with children's families. 2. Discuss careers of picture families and children's families and make chart. 3. Make list of all kinds of relatives. 4. Make paper dolls of family members for each child. (have patterns to fit each relative) 5. Discuss responsibility of each family member in the family. 6. Discuss fun times with each. 7. Discuss new members in family (i.e. babies, in-laws, etc.)	Patterns for family members. Pictures of different family members. Have pictures of babies. Films: F 886B Your Family F 920B Our Family Works Together. F 1440 Families - Jobs F 1438 Families - Learning F 1439 Families - Recreation F 1437 Families - Rules F 2526 Family Boy who Lived Alone Books Daddies Mommies Man Who Didn't Wash His Dishes 301.42 Families Live Together F Ho Amanda's Choice

GOAL: Child will be made aware of his responsibility in School.

OBJECTIVES	ACTIVITIES	MATERIALS
Each child will be made aware of his responsibility to: 1. get to school 2. bring own supplies 3. Keep supplies in desks 4. Work and play constructively with others. 5. complete assigned work. 6. share. 7. follow rules - safety listening observing independently	Discussion and Role Playing: 1. Coming to school - taking bus, on time, walking, fear of what could happen?, who to turn to? 2. Not having or losing supplies. Getting behind in work. Unable to do projects. 3. Not cooperating in work and play. 4. School rules 5. Assignments 6. Sharing 7. Writing : Make a list of rules to remember with the children. Pick out 1 or 2 first then add one every day or so.	372 Engeman - My 1st Days F1441 Schools & Learning - Learning is my job. F1693 Beginning Responsibility F 1695 Beginning Responsibility - Rules at school F1974 Safety Rules at School FA506 Safety on Playground 1983 Bus Driver's Helpers FA 1319 Debbie's Safety Lesson F765 Lunchroom Manners F1446 Schools & Sharing F2333 Values - Cooperation F2337 Values - Telling the Truth BOOKS: 372 Carey - Living, as a School Friend 372 Engeman - My First Days at School E Beim, Smallest Boy 372 Mage, How School Helps Us F Scarry, Schools Around the World E Estes, Play with Me

GOAL: Each child will be aware of school helpers.

OBJECTIVES	ACTIVITIES	MATERIALS
1. Each child will be able to identify different jobs in the school building. 2. Each child will be made aware of responsibility of different jobs. 3. Each child will be made aware of different tools used on different jobs. 4. Each child will be made aware of importance of jobs.	1. Introduce helpers by discussion and having pictures of different helpers. 2. Discuss different dress and different responsibility. 3. Discuss each helper * a. responsibility b. why needed c. why dress as they do d. how they help you e. where they work in bldg 4. Draw a picture of a helper helping you. 5. Interview 6. Visit on the job. * principal secretary counselor cooks library nurse speech reading lunch room supv. bus drivers safety patrol	Films F 1443 Schools & Jobs - Lots of People Work Here. F 1983 Bus Drivers Helpers Teacher Resource Occupation Cards Tool cards and pictures Books for Children 37.3 About School Helpers

GOAL: To lead children to an awareness of the policeman's work and an appreciation of how our lives are dependent on him.

OBJECTIVES	ACTIVITIES	MATERIALS
1. Children will be aware of the various duties and be able to name 3 different jobs of a policeman. 2. Children will be able to name 5 tools and some equipment necessary to his job. 3. Children will be aware of the policeman's responsibility to a community. 4. Children will become aware of the community's responsibility toward a policeman.	Taba Lesson 1. List on the chalkboard the various jobs of a policeman. 2. List tools and equipment they may use. 3. Read back to children on policeman. 4. Invite local police in to speak about themselves and their work. 5. Creative Writing - My Friend, the policeman. 6. Role Playing - various panto-mine scenes of a policeman in action. Glasser Circle 1. What would a community be like without a policeman? 2. What do you think your responsibility is towards the policeman? Art - Life size drawing of a policeman or mural by class of policeman showing his various jobs.	Films FI 456 Cities & Protection Filmstrips Books I want to Be a Policeman , Carla Greene I know a Policeman, Barbara Williams Resource Person - Tigard Police Bulletin Board - depicting policeman in his work.

WEATHER AND THE WEATHERMAN (4 weeks)

GOAL: To lead children to know of the many jobs involved and affected by the weather.

OBJECTIVES	ACTIVITIES	MATERIALS
1. Children will become aware of at least 3 weather careers possible. 2. Children will acquire knowledge of work and 4 tools needed in a weather career. 3. Children will be able to differentiate between the various weather terms (hail, sleet, etc.) 4. Children will realize how weather affects the life style of people - to naem at least 3 jobs. 5. Children will be aware of how climate in other parts of the country affects people's career as compared to Tigard.	1. Taba lesson: a. Children will list all jobs they can think of involving weather. b. List all jobs affected by weather. (Farmers, loggers, construction workers, carpenters) 2. A brief description and discussion of careers in weather - children choose which to study in detail - forecaster, observer, plotter, meteorologist, climatologist, acrologist. 3. Ciscussion of weather in relation to climate. What is weather? What is climate? 4. Glasser Circle: Compare our NW climate to a southern state (Texas) - what they grow, things they do, what summer and winter are like, etc. 5. Children compile weatherbooks which are of mimeo worksheets and present: a. elements of weather b. harmful and beneficial aspects of weather conditions c. four seasons d. cloud types e. weather chart to be plotted daily 6. Children learn how to read and record thermometer and temperature readings on daily weather chart. Continued...	1. Transparencies: a. TR 182 Weather sets 2. Resource person - Chuck Weiss? 3. Books on weather available in our library. 4. Films: a. Air, a first film F2473 b. Families and weather F1435 c. Whatever the weather F562 d. Winter comes to the forest FA1631 e. Clouds above F203 f. Rain showers FA1353 g. Snow F3018 h. Snowflakes F134 i. Snowy day F2231 j. Wind, a first film F2464 k. Wind and what it does FA968B

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
	7. Construction: a. Children make pin wheel (air movement). b. Children make thermometer. 8. Art: a. Children make 4 cloud formation pictures with cotton. b. Draw pictures of the 4 seasons in same setting. c. Draw one of the weather workers in his daily work. 9. Watch forecaster on TV for 5 days and discuss how true his predictions run. 10. Experiment: a. Measure water temperature - hot and cold. b. Measure water evaporation after 3 days. c. Do experiment on how air expands. 11. Language: a. Creative writing--The season I like best. Why? How weather affects me.	

CONSTRUCTION UNIT - SHEETMETAL WORKER - GRADE 3

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
1. Children will describe and identify the job of a sheetmetal worker. 2. Children will be able to identify 3 tools that some sheetmetal workers use. 3. Children will be able to describe 3 responsibilities that sheetmetal workers have. 4. Children will be able to identify 3 of the advantages and disadvantages of being a sheetmetal worker.	1. Discuss and compile: Taba Method Discuss requirements of sheetmetal worker. Discuss tools of sheetmetal worker. Discuss clothes worn. 2. Field trip to a sheetmetal shop - tour the area and notice tools, clothing, and job. 3. Interview resource person who will visit classroom - according to the life roles. 4. Develop vocabulary list of words used soldering, etc. 5. Creative writing: a. If I were a... b. Sentence builder...A sheetmetal worker uses a _____ when he works on a building or in a shop. c. Make booklets about a sheetmetal worker's job. Make pictures and stories to go along with their booklets. d. Make experience charts of all aspects involved in the sheetmetal worker's job. e. See & draw products made from sheetmetal. f. Role playing and drama: dramatize sheetmetal woker on the job. 6. Art: a. A mural of all the things a sheetmetal worker does. b. Pictures of tools used by a sheetmetal worker.	1. Songs 2. Books 3. Films: Slides of sheetmetal worker on the job. 4. Field trip 5. Resource person

CONSTRUCTION UNIT - GRADE 3

GOAL: Make children aware of jobs in the construction industry.

OBJECTIVES	ACTIVITIES	MATERIALS
1. Children will be able to identify 3 jobs in the construction industry. 2. Children will be able to identify tools that 3 construction workers use. 3. Children will be able to describe the responsibilities that construction workers have. 4. Children will be able to identify the advantages and disadvantages of being a construction worker.	1. Discuss and compile - Taba Method List workers in construction of a home. Discuss requirements of each worker. Discuss each worker's tools. Discuss each worker's clothing. 2. Glasser Circle - Why is it necessary to have different modes of work in the construction of a house? 3. Interview resource people who visit classroom 4. Field trip to a construction area where a house is being constructed. 5. Make charts of vocabulary words used. (could be spelling words) 6. Creative Writing Activities: a. Pictures b. Stories c. Sentence Builders d. Booklets e. Experience Chart 7. Art a. Mural showing all workers making a house b. Picture of tools c. Diorama - sawdust or clay or paper diamond in a shoe box. d. Puppets - each puppet a worker 8. Songs about construction 9. Programs a. role playing b. Puppet shows c. classroom meetings d. Games: Guess what worker uses this tool. (Peabody Kit - real tools or pictures)	1. Songs 2. Books 3. Film : slides, loops, strips. 4. Field trips 5. Resource people 6. Peabody kit 7. Tapes

SALMON FISHING INDUSTRY ON THE OREGON COAST

GOAL:

OBJECTIVES

For teachers:

1. To give an understanding of the salmon fishing industry on the Oregon coast.

2. To give an understanding of the working condition, tools, and educational requirement for this career

3. To give an understanding of the avocational, family, and citizenship roles in relationship to this career

For Students:

1. At the conclusion of this unit, the students will be able to identify 5 items of equipment needed for salmon fishing.

2. The students will be able to describe some required or recommended educational and legal requirements for salmon fishing.

3. The students will be able to list 3 advantages and 3 disadvantages of being a salmon fisherman.

Continued...

ACTIVITIES

1. Pre-test--post-test.

2. Discuss objectives with class.

3. Discuss and role play "interview techniques" with class.

4. Invite speaker.

5. Show films - filmstrips.

6. Language Arts:

   a. Make a film booklet.
   b. Make a booklet using pictures from magazines or hand drawn pictures.
   c. Field trip - fill in field trip form and discuss.
   d. Vocabulary list for spelling.
   e. Creative writing - "If I were a salmon fisherman...".

7. Science:

   a. Discuss tides, weather, seasons, etc.
   b. Make weather equipment.

8. Art:

   a. Bulletin boards.
   b. Murials.
   c. Clay models of fishing boats.

MATERIALS

1. Library books

2. Films-filmstrips-tapes-pictures:

   a. Pictures or slides of boats
   b. Films: Salmon story, Crab Fisherman

3. Printed materials:

   a. Coast Guard (Power Squadron)
   b. State Department of Fishing
   c. Chapman (textbook)

4. Speakers:

   a. B. Sargant's father - US Coast Guard, Chief Radioman
   b. P. Taylor's son - Commercial Fishing boat

5. Field trips:

   a. Swan Island (Coast Guard)
   b. "Marine Supply" business at Swan Island (boat builders and boat storage)
   c. Saturday trip to coast with 3 or 4 students.

6. Physical objects:

   a. Hand-operated gurdeir (Bill Davis)

SALMON FISHING INDUSTRY ON THE OREGON COAST
(cont.)

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
4. The students will be able to list five services provided by the Coast Guard for the salmon fisherman. 5. The students will be able to write a paragraph describing the life roles of a salmon fisherman. This information will be derived from guest speakers books, films, etc.		

HOME CONSTRUCTION

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
1. Learn about the different jobs involved (archetect, contractor, banks). 2. Learn the details of home construction - vocabulary. 3. Learn how English and Arithmetic are involved. 4. Learn about the economic impact in this area.	1. Discussion about the different kinds of homes. 2. Research on home construction plans (Sunday supplement - Oregonian). 3. Discussion: Different kinds of homes (ranch, split level, etc. 4. Field trip to construction site. 5. Study detailed blue prints of a house. 6. Make own plans for a house. 7. Build scale model from their plans. Future plans: 1. House blue prints dittoed. 2. Venneer cut into 1/4, 1/2, and 3/8 inches in widths. Evaluation: Students will be able to explain how they built their model homes using vocabulary and telling what job rolls they played while building the model.	1. Building site 2. Workers in field: a. carpenters b. archetects c. etc. 3. Films

FOOD (A MINI COURSE)

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
1. Teach children some basic cooking fundamentals. 2. Become aware of the differenct jobs in this area. 3. Enjoy the results of their effort. 4. Emphasize cleanliness.	1. Make baking powder biscuits. 2. Make pie crust. 3. Make pancakes. 4. Make ham gravy. 5. Culminate ē a meal--include salad, main dish, all food workers. Future plans: 1. Pre-post evaluation (omit). 2. Set up kitchen in classroom. 3. Write receipts for distribution to to students.	1. Mrs. Shultz 2. Check to see if film is available 3. Cassett, "Executive Chef" 4. AV "The Chalet" at Twality

SMALL FARMS

(Small farm refers to farms up to approximately 200 acres)

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
1. The students will be able to list 10 jobs a farmer performs. 2. The students will be able to briefly describe each of these jobs. 3. The students will be able to list 5 types of machinery operated by the owner of a small farm. 4. The students will be able to list 6 types of livestock on a small farm and tell how each becomes a product used by themselves. 5. The students will be able to list 8 crops grown on a small farm. 6. The students will be able to tell how they and other people in the community might use 4 of these crops. Continued...	1. Pass out worksheet and have students attempt to list the following: a. 10 jobs the farmer performs b. 5 types of machinery operated on a small farm c. 6 types of livestock found on a small farm d. 10 jobs related to farming 2. Bulletin board put up by group of 3 students. 3. Brief discussion about a farm: who has been on one, what did they see, etc. 4. Watch filmstrip, "Douglas Wyoming: Ranch Community". 5. Have students list on the board the jobs a farmer performs and discuss these. 6. Field trip to a small farm. 7. Brief oral reports on machinery, crops and livestock found on a small farm. Assign each student 1 item to report on from these 3 area, eg. oats. 8. Show film on farm products and discuss Continued...	

SMALL FARMS (cont.)

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
7. The students will be able to list 10 jobs that depend in some way on farming. 8. The students will be able to role play these jobs in an interview situation. 9. The students will be able to orally discuss how the owner of a small farm might relate to the 4 life roles. 10. The students will be able to write a 1 page creative writing story--"A day in the life of a farmer". 11. The students will participate in a lunch of "small farm" products.	9. Have each student bring from home a small sample of food that might come from a small farm. 10. Have students write a paragraph on how math is importatn to the farmer. 11. Class discussion on jobs related to farming - list on board. 12. Role playing - students will play the roles of various people involved in these jobs related to farming - in an interview situation. 13. Resource people - have two people who have jobs that depend on farming come in and talk to class, e.g. crop duster. 14. Class discussion on how the class sees the farmer relating to the four life roles. 15. Creative writing - "A day in the life of a farmer". 16. Pass out worksheet used in activity #1. 17. Final activity - after having students donate money, have a lunch consisting of things that might come from a small farm - e.g. hot dogs, milk, cheese, bread butter, etc. Continued...	

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
	Evaluation: 1. Student involvement throughout unit. 2. At the end of the unit, pass out the same worksheet used at the beginning in activity #1 and compare the two.	

TUALATIN CAREER AWARENESS

The Tigard Career Awareness Project (1-6) is based upong the thinking and rationale of the Tigard Public Schools which states:

> The purpose of this project is to develop career awareness in pupils of the elementary school. It is not intended to develop "skills" of a particular trade but to create a program that will develop positive attitudes toward the world of work. The students will become aware of the importance of loyalty, dependability, responsibility, the dignity of work well done, and pride in accomplishment. The project will provide relevant career awareness learning experiences as they relate to the current school curriculum.

Goals for the Tigard Career Awareness Project that support the Tigard District rationale should be of sufficient scope and depth to enable each student to succeed in the following areas:

STUDENT GOALS

Primary Objective: Provide relevant learning experiences in C.A.P. through curriculum.

1. The student will be aware of the career of their own family members.
2. The student will be able to identify certain tools related to careers.
3. Students will become aware of several careers in the community.

Goal B Objective: Provide experiences for children to develop responsibility to self and society.

1. The student will be able to explain reasons for work.
2. The student will be able to set goals and complete tasks.
3. The student will be able to accept responsiblity for his action.
4. The student will demonstrate regard for the community by their behavior.
5. The student will be able to name behavioral limits of his school rooms, the school building, and his community.
6. The student should be able to recognize those traits which are positive self concepts.

Goal C Objective: Provide experiences by which children can develop a positive attitude toward all careers.

1. The student will be aware that some careers require higher education and some do not.

2. The student will identify careers which are compatible with their interests.

3. The student will be able to identify careers represented by people working in his particular school; ie., custodian, secretary, delivery men, cook, teacher, etc.

4. Students will be aware of skills necessary in the careers represented by people working in their school.

5. The student will be aware of on-the-job tasks people do in their career within their school.

The student outcomes listed below are the minimum expectancies for each grade level:

Grades 1, 2, and 3:

1. Every child will be aware of his parents' careers.

2. Students will be able to identify careers within the school building (cook, custodian, teacher).

3. Students will be able to identify ten careers within the community (doctor, plumber, lawyer, etc.).

4. Students will be able to identify tools associated with five careers.

5. Students will be aware of job families.

6. Students will be able to identify five careers within five job families.

Grades 4, 5, and 6:

1. Every student will be able to identify ten job families.

2. Students will be able to identify five careers in each job family.

3. Students will be able to describe the kinds of work involved in the above jobs.

4. Every student will be able to describe something about "on the job" life styles. (Example: plumber and carpenter work outside at times)

The student outcomes listed below are specific minimum expectancies per grade level:

By the end of grade 1, each student will:

1. Be able to discuss and identify different careers in a school building.
2. Be able to identify some tools and equipment of careers in our schools.
3. Become aware and able to describe his job and his responsibilities as a student in the school.
4. Describe different occupations in the construction industry.
5. List and discuss five careers in a good service of a restaurant.
6. Plan and participate in planning, serving, cooking, and cleaning up a meal.

(4, 5, 6: at teacher option)

7. Be able to discuss and describe his parents' careers.
8. Participate in an activity concerning a career which holds his interest.
9. Indicate his awareness of the responsibilities he has in the family.
10. Demonstrate awareness and describe some occupations and tools involved in a dairy product industry.

By the end of grade 2, each student will:

1. Be able to name five to ten forms of transportation.
2. Identify and discuss five careers in transportation.
3. Indicate through discussion an awareness of the importance of workers within the community.
4. Be aware of ten careers within the community.
5. Discuss the responsibilities, requirements, and tools of a person involved in a weather career.
6. Be able to discuss how climate affects a person's career.

By the end of grade 3, each student will:

1. Be able to indicate his awareness of the purpose of dams for effective water conservation.

2. Be able to identify and describe five jobs within the construction of operation of a power dam.

3. Be able to identify five to ten careers within the job family of forestry.

4. Be able to name five to ten tools that are used by workers in the forest.

5. Be able to discuss the physical requirements and limitations of the people who work in the forest.

6. Be able to identify careers involved in city planning.

7. Be made aware of the various careers involved in reducing air pollution in the city.

8. Indicate his awareness of the careers involved with traffic in the city.

9. Be able to define five careers involved in food services.

TULSA'S CAREER RESOURCE LIST

I want to be a...books:

- forester
- weatherman
- secretary
- sales clerk
- beauty operator
- basketball player
- architect
- librarian
- news reporter
- teacher
- telephone operator
- football player
- dairy farmer
- animal doctor
- cowboy
- carpenter
- postman
- restaurant owner
- train engineer
- zoo keeper
- farmer
- pilot
- dentist
- truck driver
- fireman
- baker
- baseball player

As I can read book
Cowboys
Railroad engineers and airplane pilots
Soldiers and sailors
Animal doctors
Truck driver
Doctors and nurses

Dear garbage man, Elsy Graham
The plumber out of the sea, Mary Simon
The farmer and his cows, Louise and Richard Floethe
Farm girl, Grace Bechtold
Martin Luther King, Jr., Margaret Boone Jones
Sara, the firehouse dog, Elizabeth Morton
Helen Keller, toward the light, Graff
Alexander Graham Bell, Montgomery
Jeff, the vet, Erick Berry
Eleanor Roosevelt, Graves
The Jesse Owens story
Annie Sullivan, Mary Malone

1st grade

TUALATIN ELEMENTARY SCHOOL
CAREER AWARENESS IMPLEMENTATION PLANS - PRIMARY GRADES

August 27, 1:00-3:00, general staff

Jerry McBeth will speak about C.A.P.
Field trip for primary teachers.
Primary teachers meet, view visual materials, etc.

First Wednesday of every month (except December)

Teachers meet to discuss C.A.P.

November 17 (Saturday) 8:00-12:00

Teachers meet to discuss C.A.P.

May 4 (Saturday) 8:00-12:00

Teachers meet to discuss C.A.P.

ZOO OCCUPATIONS

GOAL: Children will be aware that many occupations are involved in the operation of the zoo.

OBJECTIVES

1. Students will be able to discuss and identify different occupations involved in the operation of the zoo.

2. Students will be able to identify tools and equipment associated with zoo occupations.

3. Students will be aware of the responsibilities of zoo workers.

4. Students will be aware and able to describe their responsibilities to the zoo.

ACTIVITIES

1. See film.

2. Use film as basis for discussion; then teacher will list zoo occupations they saw in the film.

3. Discuss occupations not seen in the film.

4. Discuss places zoo workers carry out their tasks.

5. Discuss what zoo workers do in their leisure time.

6. After visiting the zoo, discuss which zoo workers are the most important to you.

7. Field trip - tour buildings and grounds (esp. zoo nursery).

8. Make up songs.

9. Creative writing:

   a. Write a thank-you note to resource people.
   b. If I were...
   c. Make a booklet of zoo workers.

10. Games - Who am I? (pantamine), Fiddle

Continued...

MATERIALS

1. Resource people or interviews:

   a. Zoo mobile (lesson plan sent from ZOO) - Mrs. Linda Gray (15200 SW 150th, Tigard)
   b. Contact the zoo to see what workers are available to come out to the school. (Vet, aids, sanitation helpers, cashiers, etc.)
   c. Request any tools that the workers could bring.
   d. Divide children into groups on the field trip. Have groups rotate to various areas of the zoo. Have a zoo worker speak to each group about his occupation.
   e. Local veterinarian.

2. Books:

   a. Zoo Doctor, Bridges
   b. What can she be? A veterinarian, Ipcar
   c. I want to be a zoo keeper, Greene.
   d. Zoo careers, Bridges

3. Films:

   a. The zoo FA282
   b. Zoo animals behind the scene

Continued...

CONSERVING OUR RESOURCES (TUALATIN - PORTLAND)

GOAL: Children will become aware of the many careers the city has to offer

OBJECTIVES	ACTIVITIES	MATERIALS
. Each child will be ble to identify the main atural resources that eople depend upon to ake a living in the city. . Children will be able o identify careers involved n city planning. . Each child will be ade aware of the various areers associated with raffic in the city. . Each child will ndicate his awareness of he careers involved in educing air pollution in he city. . Each child will be ware of changes in the ity. a. Review of past field trip).	1. Read chapter 6 People use the earth and discuss. 2. Assemble a folder intitled "The City", keeping each project in the folder. Put all activities with a star beside them in their folder. 3. Make 3 murals: a. Water and associated jobs b. Soil and associated jobs c. Minerals and associated jobs 4. Build a city display. 5. Develop the following vocabulary: inland, goods, dock, trading centers, heart of city, industries, residential, (ditto #1). 6. Cut pictures from newspapers showing people at their jobs in the city. 7. Speakers: mayor of the city (James Brock), city manager. 8. Read chapter 7 and discuss. 9. Talk about the following: a. Does your family own a car? b. Does your family own more than one car? c. Why might a family need two cars? d. What is a traffic jam? e. Have you ever been in a traffic jam? Continued...	1. Films: a. Neighborhoods are different F695 b. Cities and geography: where people live F1449 c. Cities and commerce: where we get our goods and services F1450 d. Cities and manufacturing: where we make things F1452 e. The city F1455 f. Cities and suburbs: the metropolitan area F1448 g. Cities and utilities: our public utility system F1455 h. Washington DC: story of our capital F753 i. Cities and beauty: cities can be beautiful F1460 j. Cities and history: changing city F1458 2. Books: a. People use the earth, Silver Burdett

OBJECTIVES	ACTIVITIES	MATERIALS
	f. What do you think caused it? g. What is the name of our capital? h. Why has transportation in cities changed? 10. List on the board the many careers associated with traffic controls (bridge, road construction and maintenance). 11. Create a safety poster for drivers and pedestrians. Make up a rule and draw a picture to go with it. a. Clap two erasers together and discuss what caused the cloud of dust. What would it be like if our room were filled with dust? b. Read chapter 8, Cleaner air for Atlanta. c. Resource people: garbage man, custodian, air pollution engineer. Make a picture of each person. d. Complete ditto #2. e. Fill two large coffee cans with water. Cover one can and put both in the room and make observations to see if any evidence of dirt or soot can be found in the uncovered can. f. Write to the Chamber of Commerce in Portland or other cities. g. Mural: 1) make a background, 2) paste drawn pictures of all things that pollute the air (ships, jets, factores fires, cars, etc.), 3) Make pollution in the air with chalk or crayon. 12. Read chapter 9. 13. Field trip: city tour, Raz Bus Co., (Jerry McBath).	

Continued...

OBJECTIVES	ACTIVITIES	MATERIALS
	a. Make a list of careers seen. b. List sources of air pollution. c. Name rivers seen. d. Discuss changes in the city. e. Draw a picture of something at the dock or terminal. f. Make a picture map of your trip. 14. Creative writing: If I lived in a slum? 15. Small group field trips to city or other central areas. Report back to class.	

ZOO OCCUPATIONS (cont.)

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
	11. Art: a. Simple clay animal. b. Illustrate zoo workers. c. Zoo workders mural. d. Paper mache zoo animals. Evaluation: 1. Refer to beginning list and evaluate and discuss what has been learned.	3. Films (cont.): c. Zoo animals in rhyme F1653 d. Zoo animals - Mammals Part I F1503 e. Zoo animals - Mammals Part II F1504 f. Circus animals F1501 g. Zoo babies F283 h. Zoo families F97 i. Cheetah F4251 j. Zebra F4245 k. Lion F4247 l. Elephant F4243 m. Giraffe F4249

STORE MANAGER

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
1. Each child will be able to list 3 reasons why store managers are needed. 2. Each child will be aware of 5 people who work under the manager. 3. Each child will indicate through discussion an awareness of the importance of the manager within the community. 4. Make each child aware of advantages and disadvantages of a store manager's job. 5. Each child will show by discussion at least 3 responsibilities of a store manager.	1. Have a store manager speak to the class. 2. Glasser type discussions about store managers. 3. Art - illustrate store where managers are needed (discuss) - show a manager at his occupation, etc. 4. Conduct an interview with the store manager's family. 5. Write stories about store manager, what he does, etc. 6. Field trip to see a manager at his occupation. 7. Compile a list of advantages and disadvantages of a store manager's job. Evaluation: 1. Pre and post-tests - see unit. 2. Reaction of children on field trip, through discussion, etc. 3. Teacher's reaction to this unit on career education. 4. Through illustrations, children demonstrate an understanding of the occupation of store manager.	1. Filmstrips 2. Films 3. Library (books, aids, etc.) 4. Speakers

COMMUNICATIONS

GOAL: Children will be aware that many occupations and abilities are involved in communications.

OBJECTIVES	ACTIVITIES	MATERIALS
. Students will be able o name ____ forms of ommunications. . Students will be aware f ____ careers involved in ommunications. . Student will indicate hrough discussion their nowledge of the need for ommunication. . Students will be aware f communications used in heir community. . Children will indicate hrough discussion their wareness of responsibili- ies and attitudes needed y workers.	1. List all ways of communication (written, spoken, gestures, signs). How many people do you communicate with in a day? Why do people communicate? 2. Divide 3 areas of communication: a. Written - newspaper, letter, etc. b. Spoken - TV, radio, cheer, clap, bell, etc. c. Signs - gestures, smiles. 3. Pantomime - gestures and expressions (stamp your foot, frown, smile, etc.) 4. Tape record a number of sounds usually used to convey messages. 5. Start a newspaper. 6. Make box TV. 7. Invite someone to visit the class and teach familiar phrases and expressions in a foreign language. 8. Watch a newscast on TV. Have pupils discuss preparations that must have been made for that particular program. 9. Make a poster about a coming event. 10. Make a bulletin board display. 11. Field trip to TV station and/or radio station. 12. Have workers from station into visit class and be interviewed (Mr. Nelson).	1. Books: a. I want to be a postman. b. Communities and their needs, p.106-129, Silver Burdett c. I want to be a telephone operator d. I want to be a news reporter 2. Films: a. Art and perception, learning to see, 16 1/4 min. FA 1631 b. Communications and the community, 16 min. FA 1372 c. Communities depend on each other, 11 min. F 1683 d. Development of communication from telegraph to television, 10 min. F 297 e. I am a mime, 10 min. F 4350 f. Newspaper, behind the scenes, 15 1/2 min. FA 3471 g. Signs, symbols, and signals, 11 min F 3480 h. TV news: measure of the medium, 16 min. FA 4426 i. Where do our letters go?, 11 min. F 913 j. Why communications' satellites 12 min. FA 2301 k. Your communications skills, listening, 11 min. F 2443

Continued

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
	13. Role playing. 14. Relate music to communication (commercials, etc). 15. Design a flag for each letter of the alphabet and for numbers 1-10. Look up International Code. 16. Write thank-you notes to speaker for field trip. Evaluation: 1. Post test. 2. Refer to objectives and check out.	

TRANSPORTATION - GRADE 3

GOAL:

OBJECTIVES	ACTIVITIES	MATERIALS
1. Help children understand life without and with automobiles. 2. Children will name several ways of transportation. 3. Chil dren will understand the affect the automobile has on the people of the city. 4. Children will learn about the 3 levels of efficiency in automobile production--hand built cars, floor assembly method, and moving assembly line methods.	1. Glasser Circle: a. How do I get to school? b. How do Mom and Dad get to work? c. What is transportation? d. List the different types of transportation. e. What were the advantages without the automobile? f. What are the advantages with the automobile? g. Picture taking a trip without an automobile. h. Make a list of people who are involved in maintaining automobiles. 2. Creative writing-- What would I do without a car? 3. What changes has the car brought over our time? 4. Have an assembly line experience. (car) 5. Children will teach themselves how to make spool engines and experience improving them. 6. Children will prepare drawings of 3 stages in automobile production to explain how Ford cut prices and still maintained a profit on the Model T. 7. Develop a vocabulary list.	1. Speaker - antique car owner a. Ask speaker to include life roles. b. Why does he have an antique car? 2. Books 3. Field trips: a. Service station b. Convoy 4. Films 5. Pictures 6. Text: Inquiring about cities

APPENDIX E

ELEMENTARY

SCOPE and SEQUENCE

T FOCUS - CHICKEN FARMING

CTIVE:

child will describe the occupation of a chicken farmer.

IVITIES:

Visitation of a farmer who shows his tools and explains his jobs on a chicken farm.
Class will write a thank you card.
Classer circle - discussion on the responsibilities of a chicken farmer, good and bad aspects, problems of his career, his tools, etc.
Learn meaning of brooders, chicks, eggs, thermometer, molt, carton.
Pantomime - what work does a farmer do on a chicken ranch?
a. Wakes up, checks thermometer for temperature.
b. Walks to feed house - prepares food.
c. Feeds chickens.
d. Checks brooders.
e. Cleans chicken houses.
f. Collects eggs.
g. Carries eggs to eyghouse and cleans them and puts them in piles - small, medium, large, extra large.
h. Packs eggs and loads cartons to truck.
i. Delivers eggs to market.

URE PLANS:

cuss occupations involved after chickens and eggs leave the farm, h as truckdriver, grocer.

LUATION:

This is a short informative unit on a specific farming occupation of chicken ranching, and success and evaluation is based on the children's reaction (excitement) to the tools and chicken coops and the responsibilities and tasks of a chickn farmer.

SCOPE & SEQUENCE 1st Grade

UNIT FOCUS - SCHOOL HELPER UNIT

OBJECTIVES

1. Every child will note that in school we learn to get along with others at work and play.
2. Every child will choose to make rules for the classroom for work and play.
3. Every child will note that in school we must learn to listen to others and help one another.
4. Every child will be able to discuss and identify different careers in our school building.
5. Every child will be able to identify some tools and equipment of some careers in our school.
6. Every child will be able to describe responsibilities in careers within the school building.
7. Every child will be able to identify 5 tools recess in his job at school.
8. Every child will be aware and able to describe his job and his responsibilities in the school.

ACTIVITIES

1. Classes circle meetings to discuss:
   a. Why are occupations needed at our school?
   b. What is an occupation?
   c. What is our job here at school?
2. Invite school helpers in and/or interviews of workers by groups of students.
3. Field trip of building to see school helpers at work.
4. Mural showing school helpers at work.
5. Large group pictures -life size of each helper, cut out and painted--display as bulletin board.
6. Dramatization:
   a. Pretend you are a...
   b. Game--"What am I?"--pantomime, class guesses.
   c. Game--"What tool am I? I sweep, and am pusher.
7. Discuss Peabody Kit Occupation cards on tools and clothing.
8. Write thank you letters to some school helpers.

RESOURCES

Films

Beginning Responsibility
Schools and Jobs

Books

I want to be...(teacher, bus driver, nurse, etc.)

FUTURE PLANS

None

EVALUATION

1. Post test showing knowledge children gained of tasks of school workers
2. Through role playing and pantomime children showed they had certain attitudes about the different school occupations.

1st Grade

UNIT FOCUS - CONSTRUCTION

OBJECTIVE:

1. Each child will describe different occupations in the construction industry.
2. Each child will describe different tools and clothing used by workers in the construction industry.

ACTIVITIES

1. Discuss and compile list.
   a. occupations in construction industry - archetect, carpenter, painter, plumber, carpetlayer, electrician.
   b. Tools and clothing of workers on the job.
   c. Vocabulary list of words used in construction industry.
2. Art
   a. Pictures of workers on the job using tools and uniforms.
   b. Make floor plan of a house.
   c. Clay tiles of house floor plan.
3. Drama
   a. Skit of wokers showing them construct a make believe house.
   b. Pantomime a job, class guesses the occupation.
4. Glasser meeting
   a. What is an archetect?
   b. What would happen if carpenter didn't show up one day for work? What affect would it have on others'jobs? What responsibilities does he have? To get to work on time? Remember his tools? etc.
5. Invite a plumber and/or carpenter to visit classroom.
6. TV presentation showing occupations of construction industry of workers constructing a house.

RESOURCES

Books

I want to be a carpenter, plumber, archetect, etc.
What happens when you build a house
Carpentry for children

Films

Building an African house
Carpentry

FUTURE PLANS

1. Use hammers, nails, saws, etc. and construct large key holder for parents.
2. Slide presentation of occupations showing workers on the job.

EVALUATION

1. Cognitive
   a. Discussion of: What is an archetect, etc.?
      What does a plumber do?
   b. Paper bag game: pull out a tool, ask, who uses this tool?
2. Affective
   a. Through discussions children showed how they felt about carpenters and plumbers at the end of the unit. Turn scroll on T.V.

UNIT FOCUS - ZOO WORKERS

OBJECTIVES

Each child will discuss and describe 3 zoo workers.

ACTIVITIES

1. Zoomobile visitation by Mother helpers.
2. Discuss the jobs entailed by zoo workers and the needs for their jobs.
3. Visitation by a veterinarian, zoo caretaker, nursery mother volunteer.
4. Pictures and stories of zoo workers.
5. Field trip to children's zoo.

FUTURE PLANS

Ask a caretaker at zoo to discuss with class his job.

EVALUATION

Unit success - children showed lots of concern for the animals and showed awareness of the need for zoo caretakers and workers

UNIT FOCUS - FOOD - RESTARURANT CAREERS

OBJECTIVES

1. Each child will list and discuss 5 careers in a food service of a restaurant.
2. Each child will describe the 5 occupations, tools, and uniforms of each career.
3. Each child will plan and participate in planning, serving, cooking, and cleaning up a meal.
4. Each child will discuss importance of being responsible workers on the job.

ACTIVITIES

1. List occupations in a restaurant.
2. Discuss need for occupations: custodian, cashier, waitress, dish-washer, chef.
3. Slide presentation of restaurant careers.
4. Art
   a. Make puppets of workers.
   b. Make big tools used by workers.
   c. Make life size pictures and cut out of occupations.
5. Drama - role playing
   a. Skit of mock restaurant - someone ordering, preparing, and serving food - someone cleaning and accepting money.
6. Visitations by waitress, chef who will show their tools and uniforms.
7. Plan a meal - a well-ballanced breakfast - serve to class, clean up, wash dishes, etc.
8. Learn to make and cook french toast and pancakes - by a chef.
9. Work with Jr. High girls - go to Jr. High and make a plan for a mock restaurant meal.
10. Glasser circle - responsiblities of workers, manners in a restaurant and at meals.

RESOURCES

Tools

Restaurant workers' - displayed

Films

The Cook
Manners

Books

I want to be a waitress

FUTURE PLANS

1. Develop slide presentation.
2. Serve a breakfast to 2nd grade.
3. Present the skit to another grade (3rd?).

EVALUATION

1. Pre and post tests - cognitive
   a. Test to determine knowledge of occupations and tools in restaurants learned before and after unit.
2. Affective -

We evaluated (as a group) the success of the breakfast and it showed a positive

We evaluated the skit the class presented (as a group) and the group had good suggestions to improve the skit to show in a better way the job roles before presenting skit to another class.

Glasser circle discussion revealed that children had really changed their attitudes about importance of responsibility: being on time, helping other people, being nice to people, doing the best job, and using correct tools and clothing to prevent germs from spreading.

The breakfast planning, serving, and cleaning up revealed that children were solving problems on the spot in their particular job task as a member of a functioning working group (giving and taking, settling disputes, helping one another, working at a task, and not "goofing off".

UNIT FOCUS - PARENTS' CAREERS

OBJECTIVES

1. Each child will be able to discuss and describe his parents' careers.
2. Each child will participate in an activity concerning a career he is interested in.
3. Each child will indicate his awarenss of the responsibilities he has in the family.

ACTIVITIES

1. Interview parents
2. Class discussions and Glasser meetings in circles.
   a. Discuss responsibility of parents' careers, parents' roles at home, and child's responsibilities at home and school, also child's attitude at home and school.
3. Compile list of parents' careers and group occupations that are alike.
4. Draw pictures of parents' careers.
5. Bring tools or clothing associated with careers and display.
6. Role playing a career.
7. Make puppets of careers of parents.
8. Interview parents and report to class--this is their responsibilities.
9. Picture: I'd like to be... and discuss why they chose their particular jobs.

RESOURCES

Books

I want to be....books
About family helpers
At home
Manners
Families live together

Films

Families and jobs
Families and rules

Filmstrips

Cooperative living

FUTURE PLANS

Continue and extend existing unit.

EVALUATION

1. Pretest - discussion of what parents do and compile a tentative list.
2. Post-test - pictures showing children know what parents'careers are.
3. Children seemed excited about their parents survey and interview and collecting materials parents used in that career.
4. Glasser circle at end of unit - education diagnostic showed how they felt about their parents' occupations - good and bad points

of careers.

5. Children were more realistic about their choices in "What I want to be..." stories and when they wrote stories and pictures to share with class they used more realism in choosing a possible career.
6. Three discussions - children demonstrated an awareness of certain responsibilities as a family member in a father's career, mother's career, and child's job as a member of the family.

UNIT FOCUS - DAIRY FARM WORKERS

OBJECTIVES

1. Each child will be able to identify the animals that live on a dairy farm.
2. Each child will discuss tools used by workers in dairy industry.
3. Each child will demonstrate awarness and describe some occupations and tools involved in a dairy product industry.
4. Every child will discuss the responsibilities of some dairy farm workers.
5. Each child will identify some dairy products.

ACTIVITIES

1. Introduction of animals and discussion of who takes care of these animals and "waht are his jobs as a dairy farmer?" "What tools would he need?"
2. List occupations involved in the dairy industry:

farmer	milker of cows
milkman	grocer
truck farmer	vet
curds and whey stirrer	assembly line worker

3. Display of products and the tools and machinery involved in dairy industry used by farmer, grocer, and milkman. (By each product, a stick puppet to show the worker.
4. Pretend I am a pioneer and make butter, ice cream, milkshakes, and chocolate milk.
5. Field trip to Alpenrose to observe workers in action.
6. Discuss uniforms used and why they are used on the job.
7. Invite milkman to speak to class (or veterinarian).
8. Have a tasting party - each child tastes, and then tells the worker who helped provide it.
9. Group activity -- making 4 murals showing different occupations at dairy with workers doing their jobs.

RESOURCES

Songs

Milkman
I wish I was a farmer
Farmer in Dell

Films

Farmer
Uncle Jim's dairy farm
Maybe I'll be a milkman

Books

Let's go to the dairy
I want to be a dairy farmer
Milkman Freddy
Farm helpers

Dairy Kit from Oregon Dairy Council

FUTURE PLANS

1. Other field trips are possible - grocery or supermarket.
2. Extend unit to grocery and its workers.

EVALUATION

1. Children showed a great deal of enthusiasm in this unit.
2. Post test.
3. Affective
   a. Glasser circle - three discussions showed how children feel about being a milkman, etc. - advantages and disadvantages of the occupation.

Unit Focus - Transportation (air - land - water careers)

Objectives - 1) Children will be able to name twenty forms of transportation.
2) Children will identify and discuss five careers in the air transportation area.
3) Children will identify and discuss five careers involved in land transportation.
4) Children will identify and discuss five careers involved in water travel.

Activities - 1) Initiate by listing and grouping modes of travel
2) Glasser discussions -
3) Constructions - a. build an airport b. build a train from cardboard boxes c. make boats
4) Role play
5) Creative writing
6) Films & filmstrips
7) Possible field trips - train ride from Vancouver to Portland; train ride to Kelso, Washington and back; visit dry docks; Portland Airport; Trolley Car Park.
8) Art - a. murals b. workers in a train yard c. see unit
9) Resource people
10) See unit for additional activities

Resources - 1) Books available in school library
2) Pictures and sketches in school library
3) Films - see unit
4) Filmstrips - see unit
5) Wall charts from library
6) Maps from library
7) Teacher reference books - see unit

Future Plans - 1) Do more role playing
2) Locate more resource people to come in
3) Perhaps make long picture story of simple history of transportation and play it on rollers through box T.V. set. (Have pupil narrate.)
4) Continue and extend this unit

Evaluation - 1) Give pre and post test

Unit Focus - Community Helpers Unit

Objectives - 1) Each child will be able to list 10 careers within the community.
2) Each child will indicate through discussion an awareness of the importance of workers within the community.
3) Each child will indicate a career he might be interested in exploring.
4) Each child will indicate his awareness of the responsibility he has in the community as it relates to the world of work.
5) Children will bring and display tools of workers.

Activities - 1) Use slides of downtown Tigard for discussion of jobs needed to run a city.
2) Compile a list of careers (helpers jobs) (Taba lesson)
3) Group above into like groups - (Step 2 of Taba)
4) Conduct interviews with neighbors or relatives about jobs.
5) Role play various job of helpers
6) Have resource people in to speak to class.
7) Art - life size helpers pictures
8) Stories and poems
9) Possible field trips - post office; fire station; St. Vincent Hospital)
10) Glasser Circles - (How can you help your community? - What is your responsibility as a helper? - What is a good citizen?)
11) See unit for additional activities.

Resources - 1) I want to be.....books
2) Filmstrips - Community Helpers; Community Services; Along Our Street; Thinking for Yourself; Street Crew; Sanitation.
3) Films - Helpers in Our Community; People Who Work at Night; Our Community; The Mailman; Cities & Protection.
4) Teacher resource books - Silver Burdett - Communities and Their Needs.

Future Plans - 1) Continue and extend program
2) Try to locate variety of workers hats

Evaluation - 1) Pre and post test - see unit
2) Children were excited about conducting interviews, inviting visitors in and asking them questions.
3) Film discussions were better than ever.
4) Teachers enjoyed the new focus in career awareness.
5) Through Glasser discussions - (How do you feel about a particular job - goods and bads of it - why or why not you would like to do that job.) I observed changes in the childrens attitudes about various jobs.
6) Through role playing children demonstrated observable attitudes about particular careers.

Unit Focus - Weather & the Weathermen

Objectives - 1) Children will help determine three of the weather careers to be studied.
2) Children will discuss the responsibilities, requirements, and tools of a person involved in a weather career.
3) Children will become aware of the weather around them by defining 10 weather terms, ie. sleet, rain, hail, wind.
4) Children will be able to discuss how climate affects a persons career.
5) Children will be able to discuss how climate determines careers of people in Bangkok in comparison to Tigard.

Activities - 1) Creative writing - a. What weather means to me. b. If I were a weatherman.
2) Dictionary usage - look up weather terms in teams of two or three.
3) Discussions - a. How does the weather affect what I do? b. What jobs are affected by weather? c. How do we prepare for Winter? d. Could the rain falling on us have fallen on Columbus? (rain cycle)
4) Record keeping - a. Weather chart, graph daily temperature and make comparison. b. Compile scrapbook.
5) Art - a. draw cloud types b. mural - four seasons.
6) Construction - a. kite making b. anemometer c. thermometer d. box T.V. for weather forecast and role playing.
7) Experiments - see unit
8) Send letters to T.V. and radio stations for information.

Resources - 1) Films - Families & Weather; Clouds Above; Snowflakes; Rainshower; Wind & What It Does;
2) Filmloops - Clouds; Mt. Storm; Flash Flood
3) Resource person - Gilbert Stearns

Future Plans - 1) Try to find more resource people in the weather field.
2) Locate simple plans for constructing weather instruments.
3) Build a T.V. and have morning weather reports and predictions.

Evaluation - 1) Pre and post test - see unit
2) Children demonstrated interest in weather and the weatherman by bringing daily reports from the evening news on T.V. and the newspaper.

Unit Focus - Food - Bakery

Objectives - 1) Each child will describe five careers necessary in growing grains.
2) Each child will list five careers necessary in processing grain.
3) Each child will describe and discuss five careers necessary in a bakery.
4) Each child will be able to demonstrate his responsibilities as a baker.

Activities - 1) List foods - group into four basic food groups (then zero in on grains)
2) Discussions of school lunches - Who made your sandwich? Where did the bread come from? Where do the ingredients come from?
3) Compile list of workers on farm necessary in grain growing.
4) See films and film loops and filmstrips.
5) Invite resource people in.
6) Possible field trips - Franz Bakery, Grandma's Cooky Co., Wonder Bakery.
7) Invite a mother in to demonstrate bread making.

8) Make cookies - work with Jr. High Home Ec. girls.
9) Make bread in committees measuring all ingredients on own.
10) Play - Little Red Hen
11) See unit for additional activities

Resources - 1) Books - available in our library.
2) Films - Wheat Farmer; Bread; Where Does Our Food Come From?; Cities and Shopping.
3) Film loop - Hay Harvesting
4) Filmstrips - Little Red Hen

Future Plans - 1) Try to get a baker to visit.
2) Have children compile bakery booklet.
3) Tie Math measuring section in more intensively with ingredient measuring.
4) Hope to continue working with the Jr. High Home Ec. people.

Evaluation - 1) Pre and post tests - see unit
2) Preparing coolies and bread in the room was great! The children demonstrated what they had learned in math by measuring their ingredients.
3) Working in conjuction with Jan Sterling and her junior high girls was beneficial for both age levels of youngsters.
4) Through observing childrens actual participation and the responsibilities they had in the cooky and bread making processes, I notices observable changes in their abilities to function as a working unit. I noticed the positive manner in which they assisted each other and took turns at mixing and stirring, being sure that everyone had a turn. They were able to handle and work out problems as they arose within their groups.

3rd Grade

Unit Focus - Water Conservation - Dams

Objectives - 1) Each child will be able to identify and describe five jobs within the construction and operation of a power dam.
2) Each child will be able to indicate his awareness of the purpose of dams for effective water conservation.
3) Each child will indicate a career in which he may be interested in.
4) Each child will indicate his awareness of the responsibilities and attitudes needed to participate in the world of work.

Activities - 1) Compile list of job families within the construction and operation of power dams.
2) Research and discuss functions of power dams.
3) Compare large dams in other parts of world.
4) Discuss changes in land due to dams.
5) Construct dam - plaster of paris
6) Develop vocabulary
7) Creative writing and art.
8) Field trip to Bonneville
9) Discuss training and responsibilities required

Resources - 1) Books
2) Films: The Columbia River; The Colorado River; F-3694 Little Bluebirds Family

Future Plans - 1) Locate resource people

Evaluation - 1) Test developed

Unit Focus - Problems of Cities - Conserving our Resources

Objectives - 1) Each child will be able to identify the main natural resources that people depend upon to make a living in the city.
2) Each child will be able to identify careers involved in city planning.
3) Each child will be made aware of the various careers involved in reducing air pollution in the city.
4) Each child will indicate his awareness of the careers involved with traffic in the city.
5) Each child will be aware of changes in the city.

Activities - 1) Gather pictures of city workers - make booklet
2) Mural - showing different sections of city - heart of city - industrial suburbs - slums - residential
3) Discuss traffic problems - careers within
4) Build a city display
5) Develop vocabulary
6) Research - "People Use the Earth"

7) Discuss pollution problems - reasons
8) Resource people
9) Field trip - city tour
10) Discuss changes in a city - reasons
11) List advantages and disadvantages of living in a city.

Resources - 1) Book "People Use the Earth"
2) Films: Neighborhoods are Different; Cities and Geography; Cities and Commerce; Cities and Manufacturing; The City; Cities and Suburbs; Cities and Utilities; Washington, D.C. - Story of our Capital; Cities and Beauty; Cities and History
3) Resource people (Mayor and City Manager)

Future Plans - 1) Take field trips to different areas with small groups of children - report of class.
2) Contact more resource people
3) Make slide presentations

Evaluation - 1) Post tests
2) Work sheets
3) Class meetings
4) Discussions
5) Role playing

Unit Focus - Forest Conservation

Objectives - 1) Every child will be able to identify ten careers within the job family of forestry.
2) Every child will be able to name ten tools that are used by workers in the forest.
3) Every child will be able to discuss the physical requirements and limitations of the people who work in the forest.
4) Every child will indicate his awareness of the responsibilities and attitudes needed to participate in the world of work.

Activities - 1) Identify and describe various careers within the forestry job family.
2) Discuss requirements and skills necessary for different jobs such as - Forest Ranger - Tree Farmer - Look-out Station - Scientist - etc.
3) Field trips to Forestry Building
4) Creative art and writing
5) Bulletin Boards
6) Resource persons
7) Discuss responsibilities and attitudes that lead to a successful career.
8) Plant seedlings

Resources - 1) Films - Trees Forever; Trees for Tomorrow; The Lumberman; The Smokejumpers; Science Conserves the Forest; Days of a Tree.
2) Books
3) Agencies - Western Wood Products; State Forestry Dept.

Future Plans - 1) Field trip to State Forest Dept.
2) Field trip to a tree farm.

Evaluation - 1) Match occupation descriptions with names.

Unit Focus - Four Food Groups

Objectives - 1) Each child will be able to distinguish the four food groups.
2) Each child will be able to define 10 careers involved in the study of the food groups.
3) Each child will be able to prepare a lunch consisting of the four food groups.
4) Each child will indicate his awareness of the responsibilities required in working with the four food groups.

Activities - 1) Bulletin board - children make pictures - using group headings.
2) Use slides of hospital kitchens.
3) Make a wheel of groups required in school lunch programs.
4) Observe Jr. High girls cooking
5) Children cook, serve their own lunch
6) Bring in school dietician.
7) List careers involved

Resources - 1) School Dietician
2) Homemaker
3) Books
4) Films - The Big Dinner Table; Food for a Modern World; Food for Life.

Future Plans - 1) Bring in more resource people
2) Cook and serve lunch to another grade level
3) Develop testing

Evaluation - 1) Children could identify four basic food groups in the lunch they cooked.
2) Children made menus including four food groups for three meals a day.
3) Through discussions children demonstrated the importance of knowledge of the four food groups.

Unit Focus - Parents Careers

Objectives - 1) Each child will be able to identify and discuss his parents' careers.
2) Each child will be able to participate in an activity concerning a career he is interested in.
3) Each child will indicate awareness of his responsibilities and attitudes involved in the world of work.

Pertinent Activities - 1) Interview parents
2) Compile on sheet list of parents careers.
3) Role play parents careers.
4) Bring in resource parents.
5) A day with Mom or Dad at work - report to class.
6) Creative writing - I'd like to be.....
7) Discuss responsibilities of parents jobs.
8) Class meetings - discussing attitudes
9) Creative art work

Resources - 1) Films - Families and Jobs; Families and Rules;
2) Books - About Family Helpers; At Home; Families Live Together; The Sesame Street Book of People and Things.
3) Speakers - Parents

Future Plans - 1) Stress more visitation with parents - have children report to class.
2) Have children tape interviews with parents.
3) Prepare some type of testing.

Evaluation - 1) Discussions - unit successful - interest high - children discovered what parents actually did.

Unit Focus - Changes in Careers in Farming

Objectives - 1) Every child will be able to describe ten careers within the job family of Agriculture.
2) Every child will be able to indicate his awareness of the changes in farming.
3) Every child will be able to indicate his awareness of the effect of climate and agriculture.
4) Every child will be aware of the responsibilities of the careers in agriculture and our interdependence.

Activities - 1) List and describe various careers within the job family of agriculture.
2) List and discuss types of farming involved in food production.
3) Divide class into groups - research.
4) Bulletin boards
5) Creative writing and art work
6) Discuss skills involved in farming

7) Resource people
8) List advantages and disadvantages of farm life
9) Vocabulary development
10) Discuss effect of climate on agriculture
11) Discuss responsibilities that lead to a successful career in farming.

Resources - 1) Films - Corn Farmer; Wheat Farmer; Story of Rice; Orange Grower; Central Farming Region; Our National Resources.
2) Books - Three Billion Neighbors; I Want to be a Farmer; City Boy - Country Boy; Work Around the World; Others.
3) Resource people

Future Plans - 1) Attempt to find suitable field trip
2) Investigate more speakers
3) Develop more testing

Evaluation - 1) Post tests - form
2) Affective - discussions showed change in attitudes
3) Children showed that they had gained in knowledge.

Unit Focus - Lumbering - Part I Seed to Tree

Objectives - 1) Students will be able to identify or describe five jobs in the process of seed to tree.
2) The student will be able to explain the process of seed to tree.
3) Students will be able to identify five trees grown in Oregon.

Activities - 1) Plant seedlings
2) Bring in samples of evergreens for identification
3) Tree structure - comparison
4) Class meetings
5) Resource people (tree surgeon, tree planter etc.)

Resources - 1) Films - A Tree is Born; Conifer Trees of Pacific NW; Trees - How We Identify Them; Tree Framer; The Working Forest.
2) Filmstrips - Our National Resources
3) Books - From Tall Timber; How & Why Book of Trees; This is a Tree; Library of Science Vol. 2; Man & His Resources.

Future Plans - 1) Evaluation

Evaluation - 1) Pre and post test

Unit Focus - Lumbering Part II Tree to Mill

Objectives - 1) Students will be able to identify or describe five jobs in the process from the forest ot the mill.
2) Students will be able to explain what happens to a tree from the forest to the mill.

Activities - 1) Read about logging camp
2) Resource people - jobs at a logging camp
3) Write a story and draw picture of logging camp
4) Make a minature logging camp
5) Discuss job titles related to the process tree to mill

Resources - 1) Films - The Lumberman - Our Changing Way of Life; Careers in Logging.
2) Filmstrips - The Story of West Coast Lumber
3) Books - The First Book of Lumbering; Timber; Lookout for the Forest; Let's Be A Logger.

Unit Focus - Lumbering Part III Mill to Product

Objectives - 1) The student will be able to identify or describe five jobs in the process from mill to product.
2) Students will be able to identify or describe the process of making paper or plywood.
3) Students will be able to name five wood products.

Activities - 1) Visit Forestry Center
2) Field trip to OMSI - Forestry Center
3) Make paper
4) Resource person - "Paper Tester"
5) Assembly line of Plywood Mill
6) Role play

Resources - 1) Films - It's A Tree Country; Trees to Paper; Paper & Pulp Making; The Factory.
2) Filmloop - Paper
3) Books - Exploring the NW; Timber; From Tall Timber; Tree Products.

Future Plans - 1) Evaluation

Evaluation - 1) Pre and post test

Unit Focus - Lumbering Part IV Product to Market

Objectives - 1) This is the next and final step in the lumbering unit.

Unit Focus - Industry and Farming in Oregon

Objectives - 1) Students will be able to describe at least ten ways of earning a living in farming and industry in Oregon.
2) Students will be able to differentiate between the major areas in our state and describe major occupations found in each area.

Activities - 1) Make pictures of important products for various regions of Oregon.
2) Discuss meaning of word - manufacturing
3) Compare making an apple pie or a cotton shirt at home to the number of occupations it goes through when you buy at store.
4) Discuss how a worker is resource for employer.
5) Discuss and compile information on major industries in Oregon - discuss where product is found, process, workers, finished product, where sold.
6) Resource people
7) Creative writing

8) Role playing
9) Discuss service occupations
10) Bulletin boards
11) Discuss different ways a product appears in a store and the different occupations it goes through.

Resources - 1) Films - Wheat Farmer; Pacific Halibut; New Look in Potatoes; Sugar from American Farms; Pendleton Woolen Mills; Tuna Packing - Corvallis; The Salmon Story; Bread; Factory - How A Product is Made; The Ford Assembly Line; Of Ships and Cargo.
2) Filmstrip - Clothing and Textiles

Evaluation - 1) Why do we have a variety of regions in a single state - why a variety of jobs?
2) Write a story about the state pretending one large or major industry in the state was left out - what would our state be like?
3) Students realize the importance of each persons occupation in an industry.

Unit Focus - Government Services Within the State

Objectives - 1) The students will be able to identify the importance of government in solving problems.
2) The students will be able to name ten occupations in government services.

Activities - 1) Discuss problems of a big city with increased population.
2) Resource person - Tigard City Manager
3) Who enforces laws - highway - county, state
4) Resource person - policeman
5) Discuss what rules the following people enforce (committee chairman, safety patrol, class president, principal, teacher, student council president)
6) Discuss meaning of "service" jobs.
7) Draw pictures of each home providing its own services.
8) Discuss prodedure of getting a new school building (people it goes through - voter, school board, etc.)
9) Resource person - principal, school board member, etc.
10) Compare jobs that are similar to school district (ex. : school superintendent - city manager)
11) Discuss social in justice in hiring etc.
12) Class meetings

Resources - 1) Film - Why We Pay Taxes

Evaluation

Unit Focus - Banking and Finance

Objectives - 1) Students will be able to identify five jobs within the corporation division of finance.
2) Students will be able to define various terms in banking.
3) Students will be able to identify various occupations within a corporation.

Activities - 1) Open checking and savings accounts
2) Discuss corporation
3) Discuss occupations in bank
4) Role Play
5) Creative writing
6) Class meetings
7) Take field trip to bank
8) Bulletin boards (Corporation, Banking)

Resources - 1) Films - The Modern Corporation; Story of Our Money System; Money In the Bank and Out; Story of a Check.

Future Plans - 1) Evaluation of Unit
2) Re-writing of unit

Evaluation -

5th Grade

Unit Focus - Home Construction Family

Objectives - 1) Students will show growth in their ability to correlate occupations.
2) Students become aware of steps taken in building a home.
3) Students will realize importances of a leader (contractor) in building a home.
4) Students will realize the benefits and disadvantages of home construction occupations.

Pertinent Activities - 1) Construct a cardboard home.
2) Draw a picture of your home and then your dream home; discuss and share.
3) Draw a floor plan.
4) Guest speakers
5) Field trips
6) Class meetings

Resources - 1) "DEEP" Project Portland School District
2) Resource people
3) Films related to construction
4) Audio-Visual -- Tigard School District
5) Pamphlet from Oregon Employment Service

Future Plans - 1) More hands on experiences
2) Evaluation in the Affective Domain

Evaluation - 1) Pre - post test - developed - good results
2) Unit success - very good
3) Affective domain - perception check - throughout unit
Discussion - through class meetings

Unit Focus - Hospital Family
Health Services Cluster

Objectives - 1) Students will become aware of interdependency of occupations presented.
2) Students will become aware of the variety of occupations available.
3) Students will realize the importance of getting along and how it relates to occupations.
4) Students will see a large percentage of jobs that can be either male or female roles.

Pertinent Activities - 1) Art - draw picture of bedroom and compare with drawing of hospital room.
2) Take blood samples and examine.
3) Examine X-rays.

4) Guest speakers
5) Taking blood pressure & comparing (math)
6) Listen to heart
7) Visit hospital
8) Personal health is related in health

Resources - 1) St. Vincent Hospital
2) Medical equipment
3) Related films
4) Television

Future Plans - 1) Taking blood pressures of primary kids and parents
2) More correlating with English

Evaluation - 1) Pre - post Test - is complete
2) Unit success - great from results of pre-post test
3) Affective domain - perception check - teachers did a good job of checking throughout unit. Have developed Pre & Post here and results show growth.
Discussion - Objectives 1 & 3 met from follow-up discussion

Unit Focus - Boys Cooking (expand in future)

Objectives - 1) To have boys become aware of the jobs available to them in Food Services.
2) To appreciate the work that goes into preparing food.

Pertinent Activities - 1) Cooking of cold and hot dishes
2) Sharing of food and techniques
3) Menu planning

Resources - 1) Resource people
2) Audio-visual of Mr. C's Hippopotamus
3) Materials for cooking (hot plate)

Future Plans - 1) Complete pre- post evaluation
2) Set up mini-restaurant

Evaluation - 1) Cognitive - Needs to be developed
2) Unit success - very good - objectives were met
3) Affective domain - perception check - quite abit of growth
Discussion - good interaction of the boys.

Unit Focus - Mini-Course in Sports

Objectives - 1) To have boys realize that professional sports is a real & possible attainable goal.
2) Discover the ingredients and preparation it takes to become a professional athlete.

Pertinent
Activities - 1) Professional athletes as speakers
2) Class meetings
3) Films
4) Filmstrips
5) Going to Trailblazers

Resources - 1) Resource people
2) Films
3) Filmstrips

Future
Plans - None

Evaluation - Class meetings - some perception checking

Unit Focus - Fractions & Related Jobs

Objectives - 1) Students will be able to identify jobs that utilize the use of fractions.
2) Students will find importance and relevance in fractions.

Pertinent
Activities - 1) Bulletin board of jobs using fractions
2) Interview parents and have them relate how they use fractions in their work.
3) Make a mural of people using fractions.
4) Guest speakers

Resources - 1) Filmstrips (World of Work - SVE)
2) Films
3) Resource people

Future
Plans - Extend and refine

Evaluation - Cognitive - Pre & post has been developed
Affective Domain - needs to be developed

Unit Focus - Sales Division of Corporation

Objectives - 1) Each child will be able to make change.
2) Children will understand the physical set-up of a store.
3) Each child will be able to identify 10 careers in the retail store business.
4) Children will learn to order supplies.
5) Children will learn to run adding machines.
6) Children learn how to give a sales demonstration.

Pertinent Activities -
1) Selling supplies to students in school.
2) Build a store shelf and counter.
3) Student interviews
4) Resource people
5) Films
6) Describing jobs to fellow students
7) Filling in order blank
8) Calling in order
9) Checking off supplies upon receiving
10) Tally sales and products
11) Field trips

Resources -
1) Films
2) Books
3) Speakers
4) Local business

Future Plans -
1) Checking on future products
2) Expand school store

Evaluation - Pre & post test (Cognitive
Affective domain - class meetings - attitudinal, verbal and written feedback

Unit focus - Out Door School

Objectives - 1) The students will be able to list six of the nine jobs people perform at out door school.
2) Students will be able to list three responsibilities per job for six jobs.
3) Students will be able to list at least one qualification for each of six jobs.
4) Students will join a discussion group to make their own representation (chart, diagram, etc.) of the jobs at ODS starting with the Director.
5) Students will join a discussion group and tell about one job at ODS in detail.
6) Students will be able to write a paragraph explaining why we go to ODS (soil, water, animals, plants.)
7) Students will be able to write a paragraph about what they will learn at ODS, about inter-relationships of people and their jobs. (co-operativeness, leadership, etc.).
8) Students will identify related job fields. (Conservation, Forest Ranger, Meteorologist, Pollution Control Agent, etc.)
9) Students will explain in a paragraph their personal evaluations of the unit.

Pertinent Activities - 1 - 3
Speakers
Slides
Identification Game
Job charts - a. qualification b. responsibility
Role playing
Glasser Meeting on Responsibility
4) Outline form of the hierarchy
5) Creative - a. writing b. art work
sharing results, bulletin board
6) Resource books
Four resources
7) Paraphrasing, problem solving and communication games
Films (choice): The Game; Am I Dependable; Getting Even; Values: Cooperation; What Do I See, What Do I Feel; Values: Playing Fair; Beginning Responsiblitiy; Being a Good Sport.
8) Related job fields
9) Sixth graders - write own job descriptions

Resources - 1) Video tape
2) Slides
3) Job description booklets
4) Teacher hand books
5) Role playing
6) Situation cards

7) Human Behavior - Dinmann Book
8) Field Study Notebook
9) Student Guide Book
10) O.D.S. Pamphlets
11) Films
12) Games

Future Plans - 1) Develop new video tape
2) Develop new slide presentation
3) Include some on-site activities
4) Feedback from O.D.S. staff
5) Expand unit to other 6th grades in our district

Evaluation - 1) Pre & post test
2) 5th graders wrote evaluation of unit
3) Affective domain - films, discussions on values

Unit Focus - Writing in a Career

Objectives - 1) Students will list four careers that depend almost entirely on the writing of others (or of their own).

Pertinent Activities - 1) Visits from a) librarian, b) newspaper woman
2) Films - discussions
3) Write own books, construct books, share books
4) Evaluation discussion

Resources - 1) Mrs. Conn - Librarian
2) Lynne Berry - Newspaper Woman
3) Films - "The Story of a Book", "The Story of a Writer".
4) Bookbinding resources directions and materials

Future Plans - 1) Use more resource people
2) Walt Morey
3) Bookbinder
4) Publisher
5) Book salesman
6) Field trips - Publishing house; Press or Tigard Times
7) Films - Maurice Sendak

Affective - 1) Student discussion of worth of program

Unit Focus - Freight Unit

Objectives - 1) Students will be able to identify at least two jobs from each segment of the freight industry
2) Students will be able to identify basic equipment used in the freight industry.

3) Students will be able to identify the responsibilities of at least four job titles in the freight industry.
4) Students will be able to relate freight jobs to jobs available in other fields.
5) Students will be able to show their understanding of the importance of the inter-relationship of jobs in the freight industry by small group discussions.

Pertinent Activities - In the process of being developed.

Resources - 1) Field trips - Silver Wheels Freight; Port of Portland
2) Films
3) Slides
4) Speakers - Job Descriptions

Future Plans - 1) How to build or expand a freight company.
2) Integrate import - export careers

Evaluation - 1) Will develop Pre & post test

Affective - 1) Discussions of inter-relationships of jobs.

Unit Focus - Parent Careers

Objectives - 1) Students will become aware of parent careers at Templeton.

Pertinent Activities - 1) Mini course - a. choose two careers out of four for two days a week; b. question and answer period (covering four life roles)

Resources - 1) Lawyer
2) Real Estate (woman)
3) Tool & Die Man
4) School Administrator
5) Oscilliscope Operator
6) Landscaper
7) Fertilizer Salesman
8) Developed guideline form for speakers

Future Plans - 1) Develop evaluative forms for pre & post test.
2) Develop follow-up activities for students and parents.

Evaluation & Affective - 1) Class meetings as follow-up

Unit Focus - Law

Objectives - 1) The students will be able to write a paragraph explaining the necessity for laws.
2) The students will select from a list of 10 names, three that determine our laws.
3) Students will list two examples each of breaking a civil and criminal law.
4) Students will list four careers in the law field.
5) Students will identify training necessary for one law career.

Pertinent Activities - 1) Terminology worksheet
2) Chart steps in law making
3) Surveys - necessity of laws - parents, policemen, students
4) Write state institutions for J.D.'s (girls & boys)
5) Read You & the Law
6) Discuss playground roles
7) Make up own laws or ordinances
8) Interviews of policemen, etc.
9) Newspaper study - current crime happenings
10) Juvenile form - write a case of a J.D.
11) Film

Resources - 1) Books: "All About Courts and the Law","Equal Justice Under Law", "You and the Law"
2) Speakers: lawyer, policeman, judge.
3) Film: "A Law is Made"
4) Transparency: "How Laws are Made"

Future Plans - 1) Role playing - set up courtroom in classroom
2) Speakers: jury duty; J.D. counselor; Deputy Sheriff; State Policeman; Supreme Court Judge; District Attorney; Mounted Policeman
3) Comparisons of Mounted Police Posse

Evaluation - 1) Pre & post tests

Affective - 1) Class discussions on opinions and attitudes of students.

Unit Focus - School Workers Hierarchy

Objectives - 1) Students will list five jobs in the school.
2) Students will list two jobs in the administration building.
3) Students will list responsibilities of five jobs in the hierarchy.

Pertinent
Activities - 1) Human Behavior - Ojemann - Role of student
2) Role of teacher - rotate to 6th grade rooms
3) Speakers: Head Custodian, Team Secretary, Principal, Assistant Supt., Superintendent.
4) Field trip to Administration Building.

Resources - 1) Speakers
2) Ojemann Book

Future
Plans - 1) Write up unit
2) Expand unit to county and state level - I.E.D., Parnell, Oregon Board, O.E.A.

Evaluation - 1) Develop Pre & post tests

Affective - 1) Class discussions airing attitudes and concerns

Unit Focus - Pickle Industry (May - International Pickle Week)

Objectives - 1) Students will describe three careers in a pickle industry.
2) The students will taste different pickles and be able to distinguish dill from sweet.

Pertinent
Activities - 1) Discuss "pickle"
2) Speaker - Steinfeld's
3) Write to Pickle Packers International
4) Pickle tasting party

Resources - 1) Speaker from industry
2) Parents to visit
3) Pickles - home made
4) Pamphlets from pickle packers

Future
Plans - 1) Invite more people in the pickle industry
2) Publicize this event more
3) Develop pre & post tests
4) Go into another food product area

Evaluation
& Affective - Being developed

Unit Focus - Manufacturing Division of a Corporation

Pertinent
Activities - 1) Make: candle holders; planters; wishing wells, recipe books.
2) Operate Mardi Gras booth

Future Plans
- 1) Extend product line: birdhouses, sewing projects
- 2) Limit recipe books to one area each year
- 3) Develop individual units for each project.
- 4) Develop activity sheets for terminology of manufacturing terms for 6th grade - T.I.C.
- 5) Better publicity plans for Mardi Gras
- 6) Establish schedule for 6th grade manufacturing
- 7) Develop purchase order form
- 8) Get speakers in - draftsmen, etc.
- 9) Continue to revise and rewrite program.

Evaluation & Affective - Being developed

Unit Focus - Miscellaneous Activities

Pertinent Activities
- 1) PSO presentation
- 2) Various interviews
- 3) Class meetings

Future Units:

A. Fine Arts Careers
1. Actor/Actress
2. Painter
3. Musician
4. Dancer
5. Interior Decorator
6. Jewelry Design

B. Others
1. Beautician
2. Barber
3. Stewardess
4. Photographer
5. Stock Broker
6. Professional Athletes
7. Space Career

APPENDIX F

Final Assessment Report

TEMPLETON ELEMENTARY SCHOOL

CAREER AWARENESS PROJECT

Tigard School District 23J
Tigard, Oregon

May, 1973

Assessment Conducted By

Eugene Vinarskai
Leroy Moore
Richard Gardner (Chairman)

INTRODUCTION

This report represents the final assessment of the Templeton Elementary School Career Awareness Project (1-6). The substance of this report was gathered as a result of an on-site visitation conducted on April 18, 1973 by a third party assessment team consisting of:

Eugene Winarskai - Director of Career Education, Washington County Intermediate Education District, Hillsboro, Oregon

Leroy Moore - Principal, King Elementary School, Portland, Oregon

Richard Gardner - Assistant Professor, Oregon State University, Corvallis, Oregon (Chairman of Assessment Team)

Additionally, the team was joined by John Davies, Career Awareness Specialist with the Oregon State Department of Education, who participated as an observer.

The assessment was conducted with three major objectives in mind:

1. To determine the level to which project implementation was congruent with proposal direction.
2. To assess the degree to which project objectives were accomplished.
3. To identify possible spinoff occurring as a result of the project.

The on-site visitation was conducted for the purpose of gathering data relative to the above stated objectives. Data gathering involved the following techniques:

1. Interviews with district administration.
2. Interviews with the school administration.
3. Interviews with the project administration.

4. Meetings with all project teachers.

5. Interviews with students.

6. Reviewing available hard data such as quarterly reports, teacher's guide, surveys, evaluation instruments and student work.

7. Observations of each classroom.

8. Sampling of project visitors.

Presentation of Information

The assessment information is presented in three parts. Section I focuses on the degree to which project objectives were accomplished. Each objective has been broken out and appropriate comments are directed to the level of accomplishment. These comments are based, in the main, upon objective data supplied by the administration or project teachers.

Section II is a synthesis of the reactions of project staff to questions posed by the Assessment Team. The questions posed were abstracted from the proposal by the team. This section also includes reactions from a sampling of project visitors which was accomplished in order to determine the transportability of the project and/or components of the project.

Section III includes three basic parts; a summary, a list of commendations, and a list of recommendations.

It should be noted that the objective (hard) data substantiating comments and recommendations has not been included in this report. Such data is available from the office of the project director upon request.

SECTION I

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Total Project	1
Component	Number

To revise and extend all facets of the present program.

ACCOMPLISHMENTS:

1. The Teacher's Guide has been modified by teachers.
2. An Inservice Model has been developed and is available.
3. Evaluative instruments have been developed.
4. Additional activities for students have been developed.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

For future clarification, it is recommended that the objective be restated in terms which identify the facets of the program to be extended.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Total Project	2
Component	Number

To develop a scope and sequence from grades 1 to 6.

ACCOMPLISHMENTS:

The evidence indicates that a scope and sequence does exist. Career education in this school is integrated with subject areas.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due _____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

The team believes this to be one of the strongest areas of this program. (See student goals #7) The faculty has put forth extra effort in meeting this particular objective.

PROJECT ACCOMPLISHMENT FORM

Isolation Career Awareness	April 17, 1971
PROJECT	DATE
Total Project	3
Component	Number

To develop a transportable awareness model.

ACCOMPLISHMENTS:

A model has been developed and has been made available, through dissemination, to other interested schools. The evidence indicates that components of the model have been accepted and integrated into other programs. The biggest demand from other districts and teachers has been for the teacher's guide, T.I.C. Corporation, Inservice model and evaluation.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due _____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

As each school is unique, with different clientele, different resources, and differing needs it is very unlikely that a developed model will be transported in total to another geographic region. In fact, there is much evidence to indicate that such is not desireable. However, certain components of this project will be valuable to any school seriously considering career education. The assessment team recommends that this objective be reevaluated giving consideration to wording suggesting the development of transportable components such as scope and sequence, inservice, etc., as opposed to total transportability.

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Total Project	4
Component	Number

To develop a transportable in-service model.

ACCOMPLISHMENTS:

A printed record of the Templeton Career Awareness Inservice model exists.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

Again the Assessment Team recommends reevaluation of this objective giving consideration to the development of an inservice model with transportable components.

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PROJECT ACCOMPLISHMENT FORM

Teepleton Career Awareness	April 18, 1973
PROJECT	DATE
Total Project	4
Component	Number

To prepare materials for dessemination.

ACCOMPLISHMENTS:

Materials for dissemination have been prepared and include inservice activities, unit activities, T.I.C. Corporation, Field Trip Model, Teacher's Guide, Surveys, Quarterly Reports, Evaluative Instruments. Materials have been disseminated by the Oregon State Department of Education. Materials are also on file with E.R.I.C.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Management	11a
Component	Number

The parents and other members of the community will be represented on advisory committees in program planning and instruction.

ACCOMPLISHMENTS:

An advisory committee has been organized consisting of six parents representing each grade level. The committee has been involved in planning, instruction and liaison. Most of their involvement took place at the start of the school year. The committee has not functioned as a committee since December. Individual members are contacted from time to time.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not accomplished		Comments:	

RECOMMENDATION (Optional):

The level of this committee's involvement has dropped. The team recommends consideration of a redirection of committee focus from career education to overall curriculum with career education as one component. We recommend the development of specific guidelines and further that at least one member to the district career education advisory council.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 16, 1973
PROJECT	DATE
Management	11-b
Component	Number

The parents and other members of the community will be informed through a career newsletter, the local press, school district newsletter, and through the curriculum advisory committees.

ACCOMPLISHMENTS:

The project is utilizing all of the above listed dissemination sources. The overall effectiveness has been diminished due to several factors, especially the difficulty in securing articles.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

Incorporate career education news through existing school district and dissolve the career education newsletter. Make career information available to the Washington County I.E.D. which published the "CAREER EDUCATION BUSINESS AND INDUSTRY COMMUNIQUE" which has a large distribution in Washington County.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Management	12-a
Component	Number

The community will be surveyed to identify career aspects which can be utilized by the schools.

ACCOMPLISHMENTS:

Through the facilities of O.T.I.S. the district has provided the school with a list of parents and their occupations. Additionally, Project S. A.V.E. has provided information on resources within the senior citizen group.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

This information represents some of the most used information developed through the project.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Management	12-b
Component	Number

The community will be utilized by the schools as a source of information for the career service center, a source of consultants, and field trip stations.

ACCOMPLISHMENTS:

The community has been utilized as a source of consultants and for field trip stations. The career service center was disbanded as a result of recommendations made by the Oregon State Department of Education.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

A center, with limited functions, is in operation in the school. The function implied is being partially reconciled through involvement with IPAR, the O.T.I.S. print-out. A card-file is maintained of places visited. It is recommended that a field trip resource book be developed for the local community including appropriate information for the teacher.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness
PROJECT

April 18, 1973
DATE

Staff Development
Component

1-1a
Number

The staff will design and develop a model curriculum process in career awareness, grades 1-6. Eight faculty members will be selected to attend a 4-week summer in-servivce workshop.

ACCOMPLISHMENTS:

Accomplished

STATUS OF OBJECTIVE:

Accomplished X
Partial
Not Accomplished

Unclear
Suspend Judgment

Not Activated
Date Due____

Comments:

RECOMMENDATION (Optional):

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Staff Development	1-b
Component	Number

Utilize O.B.E., O.S.U., staff, and consultants to orient staff.

ACCOMPLISHMENTS:

Three members from the State Department of Education, one from Oregon State University, staff involved in summer workshops, and three outside consultants have been utilized.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

Recommendation (Optional):

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Staff Development	4-d
Component	Number

The staff will cooperate with other school districts.

ACCOMPLISHMENTS:

The Templeton Staff has cooperated with other districts in the following ways:

1. Disseminated written materials.
2. Participated in other school's inservice activities.
3. Participated as resources in graduate inservice credit courses.
4. Served as consultants to other schools.
5. Shared materials with other states.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

This is viewed as a strong feature of this project.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Curriculum Development	1-c
Component	Number

The staff will survey and collect existing materials in the areas of awareness.

ACCOMPLISHMENTS:

Materials have been solicited and collected. These materials are identified, in part, in the developed guide.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

PROJECT ACCOMPLISHMENT FORM

Completion Career Awareness	April 18, 1971
PROJECT	DATE
Curriculum Development	1-d
Component	Number

The staff will design and develop new curriculum processes within the structure of the existing curriculum.

ACCOMPLISHMENTS:

This objective represents the entire project. What is impressive is the continuous revision which has been and is being accomplished.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

Record the objective to include the word "implement".

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Curriculum Development	2-a
Component	Number

The staff will develop evaluation instruments.

ACCOMPLISHMENTS:

The staff has developed instruments for the purpose of evaluating parts of the program.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

Teacher interviews indicate dissatisfaction with the developed instruments. This area should receive further attention.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 16, 1973
PROJECT	DATE
Curriculum Development	2-b
Component	Number

The staff will collect baseline data on present student attitudes, knowledge, and skills.

ACCOMPLISHMENTS:

The staff developed a tool for collecting baseline data.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

The developed instruments have not been acceptable to the teacher group. This area needs further attention. It is recommended that the Washington County I.E.D. be contacted as they have instruments available in this area.

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PROJECT ACCOMPLISHMENT FORM

Tempe Career Awareness	April 16, 1971
PROJECT	DATE
Curriculum Development	2-C
Component	Number

The staff will pilot the new processes and materials.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	Unclear	X	Not Activated
Partial	Suspend Judgment		Date Due_____
Not Accomplished	Comments:		

RECOMMENDATION (Optional):

This objective is too broad for objective evaluation. Certainly many "new" activities have been utilized and much "new" material has been secured. It is recommended that this objective be reevaluated to determine contemporary importance and if such exists, then to reword the objective in measureable terminology.

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 15, 1973
PROJECT	DATE
Curriculum Development	3-a
Component	Number

The staff will meet during the February in-service, with C.E.A. specialists, to examine and analyze the effectiveness of the career awareness model.

ACCOMPLISHMENTS:

Accomplished. See State Assessment, Elementary Section.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATIONS (Optional):

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Curriculum Development	3-b
Component	Number

The staff will collect new data on student attitudes, knowledge and skills.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	Unclear	Not Activated
Partial	Suspend Judgment	Date Due_____
Not Accomplished X	Comments:	

RECOMMENDATION (Optional):

Baseline data has not been developed. See recommendation for 2b as well as evaluate this objective.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Curriculum Development	3-c
Component	Number

The staff will determine those elements of the career awareness model which need revision.

ACCOMPLISHMENTS:

Revision has been continuous. Team meetings are utilized to determine areas requiring revision. Summer inservice has also focused upon this objective.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

Continuous revision is viewed as another strength of this project.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Curriculum Development	3-d
Component	Number

The staff will revise those elements of the career model needing revision.

ACCOMPLISHMENTS:

See 3C. - Accomplished

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness PROJECT	April 18, 1973 DATE
Curriculum Development Component	3-e Number

The staff will reevaluate the revised career awareness model.

ACCOMPLISHMENTS:

Accomplished

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Curriculum Development	4-a
Component	Number

The staff will compile and record data from curriculum awareness processes and activities so that suitable program materials can be written for dissemination purposes.

ACCOMPLISHMENTS:

Materials have been developed and disseminated.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Curriculum Development	4-b
Component	Number

The staff will submit to the O.B.E. compiled program materials for dissemination.

ACCOMPLISHMENTS:

Accomplished

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Curriculum Development	4-c
Component	Number

The Tigard Staff will receive program materials.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

We recommend a refining of this objective to indicate the types of materials being solicited and received.

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Instructional	2-d
Component	Number

The staff will administer the evaluation instruments and evaluate the results.

ACCOMPLISHMENTS:

This objective was accomplished.

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	Not Activated
Partial		Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

The objective was met, however, the staff is not satisfied with the instrumentation relative to student interests. Those instruments associated with unit evaluations appear to be acceptable. It is recommended that attention be directed to this objective.

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Instructional	5
Component	Number

The student will be able to identify his parents' occupation and identify where his parents work.

ACCOMPLISHMENTS:

Student interviews indicate that the majority of students respond appropriately to this objective.

STATUS OF OBJECTIVE:

Accomplished		Unclear	Not Activated
Partial	X	Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Instructional	6
Component	Number

The students will receive enrichment through the general curriculum with emphasis on science, social studies, and language arts.

ACCOMPLISHMENTS:

It is apparent that a strong effort is being made in this area. Most teachers agree that there is a need for additional methods of enriching the general curriculum and that they continue to develop new techniques as their personal awareness increases.

STATUS OF OBJECTIVE:

Accomplished		Unclear	Not Activated
Partial	X	Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

Reword the objective to read "career" enrichment.

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Instructional	7
Component	Number

The students will be able to identify the occupations represented by people working in his school.

ACCOMPLISHMENTS:

Accomplished with a majority of the students. A portion of the sample could not respond adequately.

STATUS OF OBJECTIVE:

Accomplished		Unclear	Not Activated
Partial	X	Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Instructional	8
Component	Number

The students will be able to identify job families found in their community and list occupations within job families.

ACCOMPLISHMENTS:

Again, most of the student sample could respond effectively.

STATUS OF OBJECTIVE:

Accomplished		Unclear	Not Activated
Partial	X	Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

Possibly reword the objective to include an acceptable percentage of student response.

PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Instructional	9
Component	Number

The students will be able to describe the kind of work involved in these occupations and the life styles of people involved in these occupations.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished		Unclear	Not Activated
Partial	X	Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

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PROJECT ACCOMPLISHMENT FORM

Pemiscot Career Awareness	April 15, 1971
PROJECT	DATE
Instructional	10
Component	Number

The student will be assisted in career awareness through guidance and counseling.

ACCOMPLISHMENTS:

A good emphasis on the "self" component of career awareness is ongoing. Teachers as well as the guidance person are involved. Most of the effort in this area must be accomplished by the classroom teacher as schedules and commitments preclude the guidance couselor from performing this entire function.

STATUS OF OBJECTIVE:

Accomplished		Unclear	Not Activated
Partial	X	Suspend Judgment	Date Due_____
Not Accomplished		Comments:	

RECOMMENDATION (Optional):

The person charged with guidance responsibility should continue to assist teachers in developing new techniques to meet this objective. Additionally, some new materials, recently on the market, will assist teachers in this area.

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PROJECT ACCOMPLISHMENT FORM

Templeton Career Awareness	April 18, 1973
PROJECT	DATE
Instructional (teachers)	5-6-7-8-9
Component	Number

Teachers will develop appropriate coordinated activities at the age and level of the student, during extended time and the school year.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	Unclear	X	Not Activated
Partial	Suspend Judgment		Date Due_____
Not Accomplished	Comments:		

RECOMMENDATION (Optional):

The objective is unclear. Consideration should be given to rewording the objective in order to become measureable.

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SECTION II

This section of the assessment report was designed to determine the qualitative dimensions of the developed program as perceived by those involved in the project. Interviews and discussions were conducted with all staff, including district, school and project administration as well as the Templeton teaching staff. Additionally a sample of project visitors' reactions to the program was solicited in an attempt to determine if any components of the project were being implemented in other schools. In essence, the interviews were to assess:

1. Staff commitment.
2. Staff perception of project strengths.
3. Staff perception of project weaknesses.
4. Transportability of project components.

All evidence pointed to the commitment of the total staff to the project. Although problems had been encountered and have affected parts of the project, the overall impact on children has been positive as viewed by the project staff. District and school administration were exceptionally supportive of the teacher effort involved in the project. Specifically they identified the following factors as strengths of the developed program:

1. Effective faculty communication, planning and increased responsiveness to change.
2. Increase in positive student reaction to education.
3. More active faculty and student involvement in the community.
4. More community involvement in the school.

The teaching staff of Tentleton Elementary School was asked to respond independently to the positive elements which have accrued as a result of the project. The assessment team synthesized and tabulated the responses in order to determine a priority listing of teacher perceived strengths. The following list is presented in rank order. Typical teacher responses follow each major category.

1. Curricular enrichment (Social studies has more meaning- I can see more possibilities for relating subject matter to the world of the student - Students see more relevance to school - Makes all subjects more interesting to students.)

2. Student attitude development (Increase in student pride relative to parents careers and self - Dignity of work and people - students attitude toward each other and toward school - I can relate to students as a person as well as a teacher.)

3. Career awareness (Student sharing about occupations correlated to areas of study - Development of awareness of people and what they do - Awareness of careers in the community.)

4. Communication (Total staff is more open and less rigid - I communicate better with students as well as the staff - Opened communication in team planning.)

5. Parent/community involvement (Students know and understand more about where they live as a result of resource speakers and trips - Personal student contact with the community - Resource speakers have been impressed by the questions asked by students.)

6. Student enthusiasm (This new dimension has provided new ways of motivating students - Students keep coming up with responses which indicate high interest - Students attitude towards school subjects has improved.)

7. Responsibility (Students have a better understanding of personal responsibility - Jobs require responsibility.)

8. Teacher creativity (I have become more aware of the "teachable"

moment - Stimulates me to try new approaches to teaching.)

9. Teaching is more fun now.

The teaching staff was also asked to respond independently to problems or negative aspects of the program. Again, the team synthesized and prioritized the free responses as follows:

1. Classroom speakers (Difficult to get speakers at the right time - Some resource people are scared to talk to kids - Difficult to get community resource speakers.)

2. Evaluation (Don't know if I've done enough - Difficult to evaluate this program.)

3. Time (Not enough time to plan - Lack of time to develop adequate evaluation instruments.)

4. Communication with parents (Disappointed that so many of my parents did not understand career education.)

5. Emphasis on careers (Afraid we will kill the program if we overemphasize careers - We may overlook the real purpose of social studies.)

6. Developing hands-on activities (Need more ideas and time)

7. Childrens' visitation to parents while on the job. (Did not materialize)

A list of visitors to the Templeton Career Awareness Program was secured from the project director. Ten schools were selected at random and contacted concerning the status of career education in their schools. Eight of the ten responded that some or all of their teachers were trying out career education activities in their classrooms. Of the eight, all indicated that they were utilizing materials or ideas generated as a result of their visit with the Templeton Elementary School staff.

SECTION III

Commendations - The project staff has exerted significant effort in modifying the educational program to reflect a "career" focus. This effort has provided dividends extending well beyond the scope of the original project proposal. It is recognized that this staff did not just "go through the motions" but spent a great deal of time and effort that must be considered far more extensive than any of the participants had originally planned. The specific areas of commendation are listed below:

1. The development of a workable scope and sequence - Few programs exhibit the detail and articulated effort as developed in the Templeton project.

2. Curricular integration - The project staff is to be commended for making significant gains in this particular area. The assessment team believes that career education will have a continuing impact upon children as it becomes integrated into the total curriculum.

3. Communication - This component must be considered as an accrued benefit as it was not specifically identified as a project objective. This element was mentioned by every level of the project staff as being one of the most important results of the project. There is indication that a previous inservice program involving the Glasser approach may have provided significant input in this area. Communication between faculty and between faculty and students was exceptional. The close relationship which existed between the teaching staff and the building principal was obvious. A high level of mutual trust has been developed.

4. Dissemination and cooperation - The project staff has made a strong thrust in making information about the project available to all interested individuals and agencies.

5. Commitment and enthusiasm - The enthusiasm which has been exhibited by the project staff has been transferred to students.

6. Continuous revision - The Templeton project has built in the continuous evaluation and modification viewed as being critical by the team. Considerable time has been spent in modifying activities, units and materials previously developed. The staff is to be commended for this effort and hopefully, the process of continuous refinement will continue.

7. Transportability - Several of the components of the career awareness project have been incorporated or modified and incorporated in other schools. The factors affecting such accommodation include: a) Provides better educational experiences for children: b) A commitment by the staff to change: and 3) A willingness on the part of the staff to share information with other interested persons and agencies. The Templeton elementary staff is sold on career education and enthusiastic in their discussions. Listeners are readily impressed with the caliber of the program and adoption of procedures is therefore facilitated.

8. Long Range Planning - The Tigard School District is to be commended for their effort in developing a comprehensive long range plan for implementing career education in all elementary schools.

Recommendations - Recommendations have been made during each of the preceding sections which the assessment team believes should be considered as the project continues to mature. In order to clarify these recommendations, we submit the following list for consideration by project staff and administration.

1. Objectives - The project is about to enter its third year of operation and is currently operating within the framework created by objectives developed at the initiation of the project. The Templeton career awareness program is not at the same point as it was when the project was first started. Therefore, it is important that consideration be given to re-evaluating the objectives and goals of the program, considering the changes which have taken place, the resources which have been identified, and the learner outcomes which are required.

2. Student Outcomes - The same basic recommendation holds true for student outcomes as was outlined in #1 above. The objectives written with respect to learner performance should be developed, utilizing some acceptable percentage standard. For example: Would the Templeton Elementary School staff be satisfied with 90% of their third grade students being able to identify job families? In assessing this project, no percentage figures were given. Therefore, the evaluation team used the 100% figure as the standard. We believe that this is rather unrealistic concerning the range of abilities in elementary children but were required to use the 100% figure because of the way in which the project objectives were stated.

3. Evaluation - The evaluation procedures which have been developed have not satisfied the staff of Templeton School. The Washington County I.E.D. has on file different evaluative instruments which should be considered with respect to developing

evaluation techniques for the project teacher. Evaluation regarding student achievement in career education has been difficult for the staff to determine. We suggest that the district borrow from available sources wherever appropriate and modify the available resources to fit the program.

4. Advisory Committees - Advisory committee effort if continued should be re-evaluated, as indications are that the current committee is not functioning to the level required. It is recommended that consideration be given to developing guidelines for this committee and giving them responsibility with respect to the entire curriculum of which career education should be one part. Additionally, it seems advisable to have a least one of the members of the Templeton advisory committee sitting on the district career education advisory council. Such committees can provide a useful function to schools if we can find the most effective ways of tapping the resources of those individuals serving.

5. Dissemination - It is recommended that the career education newsletter be discontinued and that information about career activities be incorporated through regular channels. It is also recommended that information be made available to the Washington County I.E.D. office for incorporation into their "Career Education Business and Industry Communique".

6. Future Direction

a) How programs establish new priorities - It is our recommendation that these new priorities be considered in developing financial support for career education. An example would be the fact that fiscal limitations allow teachers to take only two field trips utilizing busses during the school year. As some schools are removed from the business and industrial areas of the community, walking field trips are not possible. Career education requires students to become aware of the community and to become actively involved in observing what people do. It seems appropriate that re-consideration of field trip limitations be considered along with other priorities inherent in program development.

b) Program Expansion - It is understood that other schools in Tigard will become involved in career education this next year. It is our recommendation that the administrators of these schools become actively involved in the inservice activities provided for their faculties. It would be of assistance if they had a basic understanding of career education prior to faculty exposure. However, such is not always possible. It has been obvious to the assessment team that the leadership exerted by the building principal at Templeton

Elementary School has been a very positive factor affecting the success of that particular program. His involvement began with the project and has continued through the ups and downs of program planning and implementation. It is logical to assume that such a relationship is important in other schools considering curriculum modification. We, therefore, encourage the active involvement of each building administrator.

c) Future Leadership - As the project expands, there will be a diffusion of effort with respect to the project directors role. The assessment team feels strongly that the program director has provided effective leadership and has given worthwhile assistance wherever possible to teachers engaged in the project. As the career awareness program moves into other schools a greater need for total coordination and direction of the program will be evident.

TIGARD SCHOOL DISTRICT
May 9, 1973

Tigard Career Awareness Project

May 9, 1973

VISITATION GUIDE AND CLASS SCHEDULE

1:30 p.m. WELCOME — Bob Post, Principal; Pete Taylor, Asst. Supt. - Curriculum

1:45 p.m. Deploy to Classrooms

Schedule of Classroom Activities

1:20 - 2:10 p.m. Primary

First Grade

Rooms

1 Group activities concerning helpers from the World of Work.
2 " " " " " "
3 " " " " " "
4 " " " " " "

Second Grade

Rooms

5 Community helper notebooks - fieldtrip follow-up.
6 Filmstrip presentation - Diversified Occupations.
7 Role Playing - Different career roles
8 Filmstrip presentation - Diversified Occupations.

Third Grade

Rooms

9 Culmination of Forestry Unit.
10 Senior Aide Volunteer Presentation
11 A. Personal Life of the Speaker
12 B. Different Forestry Occupations
C. Forestry in Neighboring Lands.

COFFEE BREAK
2:15 - 2:35 p.m.

1:45 - 3:15 p.m. Intermediate

2:35 p.m.

Rooms

13 Culmination of Postal Unit
14 Speaker from Post Office
Development of Notebook - Stages of processing mail
15 Templeton Corporation Activity
16 Finance Dept. Activity - Math Class

Tigard Career Awareness Project
VISITATION GUIDE

3:00 p.m.	17	Film "Health in Our Community" - Discussion Introduction to Medical Unit
2:30 p.m.	18	Stations Explaining - School Store - Sales Items - Speakers Home Construction Models - Question Group
2:45 p.m.	19	Career Game - Identification through Interview
	20	Home Construction Activities
2:35 p.m.	21	Classroom Meeting - Discussion of Careers Involved with the Tussock Moth Infestation
		Activity - Game "Who Am I?"
1:45 p.m.	22	Assembly Line - "Simulation Activity"
2:35 p.m.	23	Mass Production is Faster and Cheaper - "Simulation Activity" Activity Game - "What's My Line"
1:45 p.m.	24	Manufacturing Division - Templeton Corporation - Project Explanation

3:30 - 4:15 p.m.

Filmstrip Presentation - Templeton Career Awareness

4:15 p.m. Questions and Answers Period

CAREER TEAM MEETING
May 5th
8:00-12:00

-Agenda-

I. Develop plans to implement summer workshop.

II. Preparation for the Oregon School Study Council
May 9th - 1:30 p.m.

III. Discussion of materials needed for the coming year.

A. Resource - (library)
B. Field trip Resource guide
C. I.P.A.R.

IV. Discuss information for Quarterly Report.

V. Discuss Plans for Coordination of the Templeton Program
for the coming year.

VI. Wally Schupbach - Random House - Short presentation -
May 16th at 3:40.

VII. Mini-courses

VIII. Discussion of concerns

TEACHER SURVEY

	YES	SOMETIMES/ MAYBE	NO
1. I use guest speakers. (If the answer is yes, please do question #3.).....	20		1
2. When I use guest speakers, a part of the class discussion is concerned with their occupation.....	20		
3. When taking field trips, some emphasis is placed on occupations observed.....	19		
4. I have found methods to integrate career awareness into the present curriculum.....	20		
5. I have used bulletin boards which emphasize occupations.....	15	5	1
6. Career awareness is a legitimate goal for grades one through six.....	18	1	
7. I feel prepared to emphasize careers in my teaching.....	14	8	
8. I am aware of the resources available to teach career awareness.....	12	9	

9. Being a significant contributor to the career awareness program - would you prioritize the life roles and their importance in relationship to your students.

Vocational 7-(2), 8-(3), 5-(4)

Avocational 1-(1), 2-(2), 6-(3), 7-(4)

Family 18-(1), 1-(2), 1-(3)

Citizenship ~~1-(1),~~ 11-(2), 4-(3), 5-(4)

10. After experiencing career awareness concepts for nearly two years, prioritize the elements that have (1) been most beneficial - (11) have been least beneficial.

10-(2),1-(7), 2-(9), 2-(10)
_____ Teacher's guide

2-(1),3-(2),2-(3), 7-(4), 2-(5), 1-(6)
_____ Career team leaders

1-(4), 2-(6),5-(8), 3-(9), 4-(10)
_____ All staff meetings

1-(7), 5-(3), 1-(4), 4-(5),1-(6),1-(8),3-(9)
_____ Project director

2-(4),2-(6), 1-(7), 3-(9), 5-(10)
_____ Career advisory committee

2-(1), 2-(2),1-(3),1-(5),3-(6),3-(7),3-(8)
_____ Career in-service meetings

3-(1),1-(2),1-(3),2-(4),2-(5), 2-(7),2-(8),2-(9)
_____ The incidental teaching moments

13-(1),3-(2), 3-(7)
_____ Team meeting discussions

7-(3),3-(4), 5-(5),1-(6)
_____ Field trips

1-(2),1-(3),3-(4),2-(5),4-(6),2-(7),2-(8),1-(9)
_____ Classroom meetings (Glasser method)

(Leave blank if the element is not applicable.)

* Twenty-three teachers were asked to respond.

Total Response 403

Total Families 358

COMMUNITY SURVEY

Rationale: The purpose of this project is to develop career awareness in pupils of the elementary school. It is not intended to develop "skills" of a particular trade but to create a program that will develop positive attitudes toward the world of work.

Please check the appropriate answers.

1. Have you heard of the career awareness program at James Templeton Elementary School?

   164 Yes (203)

   39 No

   If yes, where did you hear about it?

   133 your child (202)

   6 a neighbor

   *63 other - please name_____

2. Has your child mentioned any school activity which has been connected with the career awareness program?

   129 Yes (188)

   59 No

3. Does your child show any increase in understanding of the relationship between school and the world of work?

   137 Yes (182)

   45 No

4. How do you feel about career awareness in the elementary school?

   170 favorable

   6 unfavorable (195)

   19 no opinion

5. Comments:

   Affirmative -26
   Negative 4 (58)
   Statements 28

   * P.S.O. - 22: Newspaper - 27; Newsletter - 7; Teachers - 30; Program Involvement - 9. (95)

CAREER INSERVICE PLANS

Summer Workshop

June 11-19

June 11

8:00 - 9:00	Coffee and Introductions
9:00 - 10:00	Film - "Career Education in Oregon"
10:00 - 10:30	Activity - Occupational Listings - within three minutes -
10:40 - 11:00	Coffee Break
11:00 - 11:30	Categorize "Occupational Listings" into clusters and job families.
11:30 - 12:00	Input from group as to individual needs for their respective buildings.
1:00 - 3:00	Field trip - St. Vincent's Hospital
3:00 - 4:00	Explanation of the present field trip model. Evaluate the field trip.

June 12

8:00 - 9:30	Slide presentation - Templeton project.
9:30 - 10:00	Small groups discussing the orientation
10:00 - 10:20	Coffee Break
10:20 - 11:00	Disseminate and discuss Templeton's staff - student goals and outcomes.
11:00 - 12:00	Assembly Line Activity
1:00 - 2:30	Field Trip - Grandma's Cookie Company
3:00 - 4:00	Evaluate the field trip and discuss the correlation with the morning activity.

June 13

8:00 - 9:30	Explanation of the four life roles - (Oregon Program)
9:30 - 10:00	Life roles activity
10:00 - 10:20	Coffee Break
10:20 - 12:00	Develop lessons for utilizing resource people around the "Oregon Program" concept.
1:00 - 2:30	Resource speaker - Dr. Del Orchard
2:30 - 2:50	Coffee Break
2:50 - 3:20	Follow-up of developed units
3:20 - 4:00	Communication Activity - "NASA" and "Empty Square" .

June 14

8:00 - 9:00	Develop Interview strategies
9:00 - 10:00	Conduct interviews within building 9:00 - 9:30 1/2 group - Carpenter - Plumber (skilled) 9:00 - 9:30 1/2 group - Lawyer - Doctor (professional) 9:30 - 10:00 Alternate groups & speakers
10:00 - 10:20	Coffee Break
10:20 - 10:50	Discussion of Comparative Interviews
10:50 - 11:30	Mid-Evaluation of Inservice
11:30 - 12:00	Total Group Input as to status of Inservice.
1:00 - 2:30	Begin development of units to be integrated into each building's curriculum. (small group discussion of Templeton Activities)
2:30 - 2:50	Coffee Break
2:50 - 4:00	Continue to develop materials and activities.

June 15

8:00 - 8:45	Session open for "brainstorming." - Unit development ideas - rationale - philosophy - building objectives - student outcomes
8:45 - 9:15	Activity - "Occupations" Pencil - list involved occupations.
9:15 - 10:00	Development of units for each individual building.
10:00 - 10:20	Coffee Break
10:20 - 12:00	Unit development
1:00 - 2:30	Field Trip - building site
2:30 - 3:00	Discuss units that are applicable to visitation - tools unit - shelter unit - cardboard carpentry - measurement and manufacturing unit
3:00 - 3:15	Coffee Break
3:15 - 3:30	Evaluate fieldtrip
3:30 - 4:00	Develop a plan to utilize all parent resources within the community.

June 18

8:00 - 10:30	Develop plans to implement the program on a teacher to teacher level.
10:30 - 10:50	Coffee Break
10:50 - 12:00	Small group discussions of how to implement plans that have been developed.
1:00 - 2:30	Continue plans for implementation.
2:30 - 2:50	Coffee Break
2:50 - 4:00	Discuss an industrial fieldtrip guide and develop a form for gaining information relevant to the program.

June 19

8:00 - 9:30	Refocus on the four life roles - discuss avocational importance and develop plans to expand the present curriculum - mini-courses - class meetings - creative writing
9:30 - 9:50	Coffee Break
9:50 - 12:00	Culminate unit development during workshop
1:00 - 2:30	Develop timeline for unit implementation and future career team meetings.
2:30 - 2:50	Coffee Break
2:50 - 4:00	Inservice Evaluation - Post Test

APPLIED RESEARCH QUARTERLY REPORT

CAREER AWARENESS PROJECT

Project no. 171

Templeton Elementary School

Jerry McBath - Project Director

June, 1973

STAFF: MAJOR ACTIVITIES

Career Team Leader's Meeting
May 5, 1973
8 A.M. - 1 P.M.

A. Strategy or Process used:

1. The career Team developed the inservice schedule for the June 11 - 19 workshop experience. The decision was made by the Team as to the people who would serve as consultants during the workshop. (See Appendix one)

2. The career Team after discussion with their respective teaching teams developed activities in preparation for the Oregon School Study Council visitation. The visitation was scheduled for the afternoon of May the ninth. Forty visitors were anticipated, seventy decided to participate. (see Appendix two)

3. Materials for the coming year was a concern. The major concern was the development of a comprehensive field trip resource guide. The team discussed the possibility of having the advisory committee make the inquiries to gain the information needed for the guide. During the summer numerous resources were ordered for the library thus this concern was partially satisfied.

4. The coordination of the Templeton project was discussed and responsibilities were designated. Due to the fact that the project director was assigned other tasks and the project at the same time was being expanded to two other schools, created a condern as to the degree of district support. Thus the Career Team accepted the responsibility and accountability to ensure continuance of the Templeton Project. Financial support plus periodic supervision has been given by the district.

5. The mini-courses were discussed and organization for the coming year was planned. Thus planning is earlier and resource personnel are being selected for the fall. (See Appendix 3)

B. Evaluation:

The meeting was mainly program development. Thus the evaluation was the success of the program.

Career Awareness Inservice
June 11 - 19, 1973
8 A.M. - 4:30 P.M. daily.

A. Strategy or Process Used:

1. The Inservice was mainly conducted in small groups. The Templeton Team selected two primary and two intermediate members to work in small groups with the Tualatin and Phil Lewis staff.

2. The inservice was activity based in the main. The consultants directed all the teacher and teachable activities and the director coordinated the discussions and the field trips that were also followed-up by activities.

3. Units were developed using the Templeton model. The units were revised by the participants to fit the needs of their particular staffing arrangements.

4. Building philosophies and objectives were tentatively written and will become effective during the all staff meetings on the 27th of August.

5. Each team from the participating buildings is developing and implementation a plan for their staff. A timeline for unit integration and future team meetings was designed. (See Appendix one)

B. Evaluation:

See post Inservice Reaction and Inservice testing materials.

Post Inservice Reaction Sheet

Strong Agreement 1	2	3	4	Strong Disagreement 5	
5	3	1			1. The results of this inservice were worthwhile.
4	5				2. I was given adequate opportunity to state my beliefs about subjects discussed by the group.
2	5		1		3. Our inservice was efficient.
3	5	1			4. I am satisfied with the attention and consideration that others gave to my ideas and opinions.
3	4	2			5. The group effectively used my knowledge of the subjects discussed.
	1		1	7	6. The most important topics were never discussed.
3	5	1			7. I had adequate opportunity to influence.

B. Effective Group Operation: 1) The planned activities. 2) The experienced people. 3) The informal and flexible scheduling. 4) The variety of activities and stimuli made tasks easier to accomplish. 5) Timing and scheduling was beautiful. 6) small groups.

C. Ineffective Group Operation: 1) Too many diverse opinions in decision making. 2) The unit explanation was vague. 3) Sometimes repetitious.

PRE and POST TEST FOR IN-SERVICE

1. a. Describe how a man's occupation may affect his choice of hobbies.

_____

_____

_____

b. Describe how a man's occupation affects him as a citizen.

_____

_____

_____

c. Describe how a man's occupation affects his family.

_____

_____

_____

2. a. Circle the occupations which belong to the Health Services cluster.

doctor	oceanographer
cook	receptionist
dairy farmer	stewardess
veterinarian	X-ray technician

b. Name one job family and list five (5) related occupations.

_____

_____

_____

_____

_____

_____

3. Circle the interests or abilities <u>needed</u> for each of the following occupations.

   a. Auto mechanic

      1. be able to read
      2. is concerned with cleanliness
      3. likes to work with hands
      4. can understand diagrams
      5. enjoys meeting people

   b. Cashier

      1. loves the outdoors
      2. is a good athlete
      3. knows arithmetic
      4. is able to remember details
      5. enjoys meeting people

   c. Lawyer

      1. likes to work with hands
      2. must be a good speaker
      3. likes to work with people
      4. likes to read
      5. enjoys outdoor work

4. Think of an occupation and tell how they use each of the following skills.

   Occupation _____

   a. reading _____

   _____

   b. writing _____

   _____

4. Cont.

c. spelling _____

_____

d. math _____

_____

e. map skills _____

_____

f. observation _____

_____

g. inferring _____

_____

h. communications _____

_____

MID-EVALUATION IN-SERVICE

1. Do you feel frustrated? _____

   If so, why? _____

   _____

   _____

2. What do you think the direction of this in-service is?

   _____

   _____

   _____

3. Do you see how you might use career education in your present curriculum?

   _____

   _____

   _____

4. Do you have suggestions for changes we might make to improve this in-service?

   _____

   _____

   _____

   _____

END EVALUATION IN-SERVICE

1. Do you feel that you have a better understanding of career education now than at the beginning of this in-service?

2. How has your attitude changed toward the world of work?

3. Which activities were beneficial to you and which were not?

4. What changes would you make in this in-service?

Curricular: Major Activities

A. Primary

1. A field trip to Grandma's Cookie Company as the culmination of the bakery unit.

2. Culmination of forestry unit - A S.A.V.E. member spoke to the children about his experience as an international forester.

B. Intermediate

1. Speaker from local Post Office and the development of notebooks showing stages of processing mail.

2. Close-out of the Templeton Intermediate Corporation.

3. Introduction to medial unit utilizing film, "Health in Our Community."

Most activities were in the culmination stage due to the integration with present curriculum.

Changes in Organizational Pattern of School

There were no changes during this quarterly reporting period.

Major Problems Encountered

At the leadership level the problem of time was concerning. The evaluation committee, the visitation by the O.S.E.C. and the in-service planning made effective leadership nearly impossible.

New Resources Located:

None at this time.

Evaluation:

See Teacher and Community survey. (See Appendix four)